

**A STUDY ON JOB PERCEPTION, JOB PERFORMANCE
AND JOB SATISFACTION OF TEACHERS OF STATE
AGRICULTURAL UNIVERSITIES IN KARNATAKA**

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PALB 2309

**DEPARTMENT OF AGRICULTURAL
EXTENSION UNIVERSITY OF AGRICULTURAL
SCIENCES, BENGALURU-560065**

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ABDUL SATTAR FAZELY

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Thesis submitted to

**University of Agricultural Sciences, Bengaluru in the partial
fulfillment for the award of the degree of**

DOCTOR OF PHILOSOPHY

IN

AGRICULTURAL EXTENSION

BENGALURU

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Affectionately Dedicated to

My Advisor

Dr. M. S. NATARAJU

And my

Beloved Brother, Wife, Son and

Daughters





*IN THE NAME OF
ALMIGHTY ALLAH (J),
THE MOST MERCIFUL, MOST
COMPASSIONATE*

**DEPARTMENT OF AGRICULTURAL EXTENSION
UNIVERSITY OF AGRICULTURAL SCIENCES
BENGALURU - 560065**

CERTIFICATE

This is to certify that the thesis entitled "A STUDY ON JOB PERCEPTION, JOB PERFORMANCE AND JOB SATISFACTION OF TEACHERS OF STATE AGRICULTURAL UNIVERSITIES IN KARNATAKA" submitted in partial fulfillment of the requirements for the degree of **DOCTOR OF PHILOSOPHY** in **AGRICULTURAL EXTENSION** to the **UNIVERSITY OF AGRICULTURAL SCIENCES, BENGALURU**, is a record of research work carried out by **Mr. ABDUL SATTAR FAZELY, I.D. No. PALB 2309** under my guidance and supervision and no part of the thesis has been submitted for the award of any other degree, diploma, associate ship, fellowship or any other similar titles.

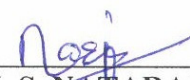
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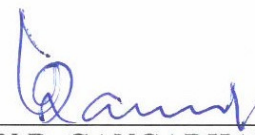
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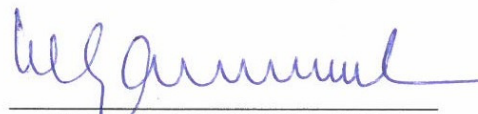
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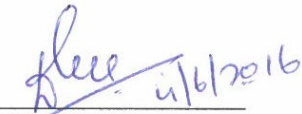
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June, 2016

(Abdul Sattar Fazely)

A STUDY ON JOB PERCEPTION, JOB PERFORMANCE AND JOB SATISFACTION OF TEACHERS OF SAUs IN KARNATAKA

ABDUL SATTAR FAZELY

Thesis abstract

The present study was carried out in two Farm Universities of Karnataka state viz; University of Agricultural Sciences (UAS), Bangalore with three campuses namely Agricultural College, GKVK, Agricultural College, Hassan and Sericulture College, Chintamani and University of Agricultural Sciences (UAS), Dharwad with three campuses namely Agricultural College Dharwad, Forestry College, Sirsi and Agricultural College, Hanumanamatti during 2014-15 to analyze the job perception, job performance and job satisfaction of teachers. Data was collected from a sample of 90 teachers from UAS (B) and 90 teachers from UAS (D) comprising of Professors, Associate Professors and Assistant Professors, using pre-tested questionnaire through personal interview method. Standardized scales to measure job perception and job satisfaction of teachers were developed and used in the study. The study indicated that 38.89 per cent of UAS (B) teachers were found in high level of job perception category while 36.67 per cent of UAS (D) teachers were belonging to high level of job perception category. An equal number (36.68 %) of both UAS (B) and UAS (D) teachers found to be in high level of job performance category. Most of the UAS (B) teachers (40.01 %) had high level of job satisfaction whereas 38.88 per cent of UAS (D) teachers found to be in high level of job satisfaction. Findings showed that there were no significant differences in the mean job perception and job performance scores between Professor and Associate Professor and also between Associate Professor and Assistant Professor. However, there were significant differences in the mean job perception and job performance scores between Professor and Assistant Professor, whereas no significant difference was found between all category of teachers with respect to the mean job satisfaction score. The study enunciated that education, job experience, training undergone, perceived workload, achievement motivation, aspiration, organizational climate, attitude towards organization, and awards/recognition received were significantly influencing and contributing to job perception and job satisfaction of teachers and the same variables except perceived workload have immensely contributed to the job performance of teachers. Teachers burdened with non-academic/clerical activities, lack of opportunities to pursue post-doctoral programme and lack of LCD facilities in classrooms were the common major problems faced by both UAS (B) and UAS (D) teachers. The ICAR and Universities' authorities should ensure reducing the non-academic/clerical works, deputing to pursue post-doctoral programme and providing LCD facility in all classrooms to overcome the problems of teachers.

Signature of the student

(Abdul Sattar Fazely)

Signature of the chairperson

(M. S. Nataraju)

ಕೃಷಿ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಬೆಂಗಳೂರು
ಕರ್ನಾಟಕ ಕೃಷಿ ವಿಶ್ವವಿದ್ಯಾನಿಲಯಗಳ ಶಿಕ್ಷಕರ ವೃತ್ತಿ ಗ್ರಹಿಕೆ, ವೃತ್ತಿಯ ಕಾರ್ಯ ನಿರ್ವಹಣೆ ಮತ್ತು
ವೃತ್ತಿಯಲ್ಲಿ ತೃಪ್ತಿಯ ಬಗ್ಗೆ ಒಂದು ಅಧ್ಯಯನ

ಅಬ್ದುಲ್ ಸತಾರ್ ಫಜೇಲಿ

ಪ್ರಬಂಧ ಸಾರಾಂಶ

ಪ್ರಸ್ತುತ ಅಧ್ಯಯನವನ್ನು ಕರ್ನಾಟಕದಲ್ಲಿನ ಎರಡು ಪ್ರಮುಖ ಕೃಷಿ ವಿಶ್ವವಿದ್ಯಾನಿಲಯಗಳಾದ ಕೃಷಿ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಬೆಂಗಳೂರು ಮತ್ತು ಕೃಷಿ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಧಾರವಾಡಗಳಲ್ಲಿ ಕೈಗೊಳ್ಳಲಾಗಿತ್ತು. ಈ ಅಧ್ಯಯನಕ್ಕಾಗಿ ಕೃ.ವಿ.ವಿ., ಬೆಂಗಳೂರಿನ ಕೃಷಿ ಕಾಲೇಜು, ಬೆಂಗಳೂರು, ಕೃಷಿ ಕಾಲೇಜು, ಹಾಸನ ಮತ್ತು ರೇಷ್ಮೆ ಕೃಷಿ ಕಾಲೇಜು, ಚಿಂತಾಮಣಿ ಹಾಗೆಯೇ ಕೃಷಿ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಧಾರವಾಡದ ಕೃಷಿ ಕಾಲೇಜು, ಧಾರವಾಡ, ಅರಣ್ಯ ಶಾಸ್ತ್ರ ಕಾಲೇಜು, ಶಿರಸಿ ಹಾಗೂ ಕೃಷಿ ಕಾಲೇಜು, ಹನುಮನಮಟ್ಟಿ ಇವುಗಳನ್ನು ಆಯ್ಕೆ ಮಾಡಿಕೊಳ್ಳಲಾಗಿತ್ತು. ಈ ಮೇಲಿನ ಕಾಲೇಜುಗಳಲ್ಲಿ ಕಾರ್ಯನಿರ್ವಹಿಸುತ್ತಿರುವ ಶಿಕ್ಷಕರ ವೃತ್ತಿ ಗ್ರಹಿಕೆ, ವೃತ್ತಿಯ ಕಾರ್ಯನಿರ್ವಹಣೆ ಹಾಗೂ ವೃತ್ತಿಯಲ್ಲಿನ ತೃಪ್ತಿ ಬಗ್ಗೆ ಅಧ್ಯಯನ ಮಾಡಲು 2014-15 ಸಾಲಿನಲ್ಲಿ ಕೈಗೊಂಡ ಈ ಅಧ್ಯಯನಕ್ಕಾಗಿ ಕೃ.ವಿ.ವಿ., ಧಾರವಾಡ ಹಾಗೂ ಬೆಂಗಳೂರಿನ ತಲಾ 90 ಶಿಕ್ಷಕರನ್ನು ಆಯ್ಕೆ ಮಾಡಲಾಗಿತ್ತು. ಸಂಶೋಧನೆಗಾಗಿ ಪ್ರಾಧ್ಯಾಪಕರು, ಸಹ ಪ್ರಾಧ್ಯಾಪಕರು ಮತ್ತು ಸಹಾಯಕ ಪ್ರಾಧ್ಯಾಪಕರುಗಳಿಂದ ಪೂರ್ವ ಪರೀಕ್ಷಿತ ಸಂದರ್ಶನ ತಪ್ಪಿಲು ಬಳಸಿ ವಯಕ್ತಿಕ ಸಂದರ್ಶನದ ಮೂಲಕ ಅಗತ್ಯ ಮಾಹಿತಿ ಸಂಗ್ರಹಿಸಲಾಯಿತು. ಶಿಕ್ಷಕರ ವೃತ್ತಿಯ ಗ್ರಹಿಕೆ ಹಾಗೂ ವೃತ್ತಿಯಲ್ಲಿ ತೃಪ್ತಿಯನ್ನು ಅಳೆಯಲು ಪ್ರಮಾಣೀಕೃತ ಮಾಪಕಗಳನ್ನು ಅಭಿವೃದ್ಧಿಪಡಿಸಿ ಬಳಸಲಾಯಿತು. ಈ ಸಂಶೋಧನೆಯಿಂದ ತಿಳಿದು ಬಂದ ಪ್ರಮುಖ ಅಂಶಗಳೇನೆಂದರೆ, ಶೇ. 38.89 ರಷ್ಟು ಬೆಂಗಳೂರು ಕೃ.ವಿ.ವಿ. ಹಾಗೂ ಶೇ. 36.67 ರಷ್ಟು ಧಾರವಾಡ ಕೃ.ವಿ.ವಿ. ಶಿಕ್ಷಕರು ಉತ್ತಮ ಮಟ್ಟದ ವೃತ್ತಿಯ ಗ್ರಹಿಕೆ ಹೊಂದಿದ್ದಾರೆ. ಸಮಾನ ಸಂಖ್ಯೆಯ (36.68%) ಕೃ.ವಿ.ವಿ., ಧಾರವಾಡ ಹಾಗೂ ಕೃ.ವಿ.ವಿ., ಬೆಂಗಳೂರು ಶಿಕ್ಷಕರು ಉತ್ತಮ ಮಟ್ಟದ ವೃತ್ತಿಯ ತೃಪ್ತಿ ಹೊಂದಿರುವುದಾಗಿ ತಿಳಿದುಬಂದಿರುತ್ತದೆ. ಸಂಶೋಧನೆಯಲ್ಲಿ ತಿಳಿದುಬಂದ ಇನ್ನೂ ಕೆಲ ಅಂಶಗಳೆಂದರೆ ಪ್ರಾಧ್ಯಾಪಕರು ಮತ್ತು ಸಹ ಪ್ರಾಧ್ಯಾಪಕರು ಹಾಗೂ ಸಹ ಪ್ರಾಧ್ಯಾಪಕರು ಮತ್ತು ಸಹಾಯಕ ಪ್ರಾಧ್ಯಾಪಕರುಗಳ ನಡುವೆ ವೃತ್ತಿಗ್ರಹಿಕೆ ಮತ್ತು ವೃತ್ತಿಯ ಕಾರ್ಯ ನಿರ್ವಹಣೆಯ ಯಾವುದೇ ಮಹತ್ವದ ವ್ಯತ್ಯಾಸ ಕಂಡುಬಂದಿರುವುದಿಲ್ಲ. ಆದರೆ, ಪ್ರಾಧ್ಯಾಪಕರು ಹಾಗೂ ಸಹಾಯಕ ಪ್ರಾಧ್ಯಾಪಕರ ವೃತ್ತಿಗ್ರಹಿಕೆ ಮತ್ತು ವೃತ್ತಿಯ ಕಾರ್ಯನಿರ್ವಹಣೆ ಸರಾಸರಿ ಅಂಶಗಳಲ್ಲಿ ಗಮನಾರ್ಹ ವ್ಯತ್ಯಾಸ ಕಂಡುಬಂದಿರುತ್ತದೆ. ಪ್ರಾಧ್ಯಾಪಕರು, ಸಹ ಪ್ರಾಧ್ಯಾಪಕರು ಹಾಗೂ ಸಹಾಯಕ ಪ್ರಾಧ್ಯಾಪಕರ ವೃತ್ತಿಯಲ್ಲಿನ ತೃಪ್ತಿಯ ಸರಾಸರಿ ಅಂಶಗಳಲ್ಲಿ ಯಾವುದೇ ಗಮನಾರ್ಹ ವ್ಯತ್ಯಾಸ ಕಂಡುಬಂದಿರುವುದಿಲ್ಲ. ಮುಂದುವರೆದು, ಶಿಕ್ಷಕರ ವಯಕ್ತಿಕ, ಸಾಮಾಜಿಕ ಹಾಗೂ ಆರ್ಥಿಕ ಗುಣಲಕ್ಷಣಗಳಾದ ಶಿಕ್ಷಣ, ಕೆಲಸದಲ್ಲಿ ಅನುಭವ, ತರಬೇತಿ ಪಡೆದಿರುವಿಕೆ, ಗೃಹಿತ

ವೃತ್ತಿ ಹೊರೆ, ಸಾಧನ ಪ್ರೇರಣೆ, ಮಹತ್ವಾಕಾಂಕ್ಷೆ, ಸಾಂಸ್ಥಿಕ ವಾತಾವರಣ, ಸಂಸ್ಥೆಯ ಬಗೆಗಿನ ಮನೋವರ್ತನೆ ಮತ್ತು ಪ್ರಶಸ್ತಿ ಹಾಗೂ ಮನ್ನಣೆ ಪಡೆಯುವಿಕೆಗಳು, ಅವರ ವೃತ್ತಿಯ ಗ್ರಹಿಕೆ ಮತ್ತು ವೃತ್ತಿಯಲ್ಲಿನ ತೃಪ್ತಿಯ ಮೇಲೆ ಗಮನಾರ್ಹ ಪ್ರಭಾವ ಬೀರುವುದಾಗಿ ತಿಳಿದುಬಂದಿರುತ್ತದೆ. ವೃತ್ತಿ ಹೊರೆ ಹೊರತುಪಡಿಸಿ ಮೇಲಿನ ಎಲ್ಲಾ ಗುಣಲಕ್ಷಣಗಳು ಶಿಕ್ಷಕರ ವೃತ್ತಿಯ ಕಾರ್ಯ ನಿರ್ವಹಣೆ ಮೇಲೆ ಗಮನಾರ್ಹ, ಪ್ರಭಾವ ಹೊಂದಿರುವುದಾಗಿ ಕಂಡುಬಂದಿರುತ್ತದೆ. ಶಿಕ್ಷಕರನ್ನು ಅಶೈಕ್ಷಣಿಕ ಕರ್ತವ್ಯಗಳಿಗೆ ನಿಯೋಜಿಸುವುದು, ಪ್ರೋಸ್ಟ್-ಡಾಕ್ ಅಧ್ಯಯನ ಅವಕಾಶಗಳಿಲ್ಲದಿರುವುದು ಮತ್ತು ತರಗತಿಯಲ್ಲಿ ಎಲ್.ಸಿ.ಡಿ. ಪ್ರೊಜೆಕ್ಟ್ ಕೊರತೆ ಇವು ಶಿಕ್ಷಕರ ಪ್ರಮುಖವಾದ ಸಮಸ್ಯೆಗಳಾಗಿರುತ್ತವೆ, ಭಾರತೀಯ ಕೃಷಿ ಅನುಸಂಧಾನ ಪರಿಷತ್ ಮತ್ತು ಕೃಷಿ ವಿಶ್ವವಿದ್ಯಾನಿಲಯದ ಆಡಳಿತ ವರ್ಗ ಶಿಕ್ಷಕರನ್ನು ಶೈಕ್ಷಣಿಕವಲ್ಲದ ಕಾರ್ಯಗಳಲ್ಲಿ ನಿಯೋಜಿಸುವುದನ್ನು ಕಡಿತಗೊಳಿಸಬೇಕು, ಪ್ರೋಸ್ಟ್-ಡಾಕ್ ಅಧ್ಯಯನ ಅವಕಾಶಗಳನ್ನು ಹೆಚ್ಚಾಗಿ ಪ್ರೋತ್ಸಾಹಿಸುವುದು ಹಾಗೂ ಎಲ್.ಇ.ಡಿ. ಪ್ರೊಜೆಕ್ಟರ್‌ಯುಕ್ತ ತರಗತಿಗಳನ್ನು ನಿರ್ವಹಿಸುವುದರಿಂದ ಶಿಕ್ಷಕರ ಸಮಸ್ಯೆಗಳನ್ನು ಪರಿಹರಿಸಬಹುದಾಗಿದೆ.

(ಅಬ್ದುಲ್ ಸತಾರ್ ಫಜೇಲಿ)
ಸಂಶೋಧನಾ ವಿದ್ಯಾರ್ಥಿ

(ಎಂ.ಎಸ್. ನಟರಾಜು)
ಪ್ರಧಾನ ಮಾರ್ಗದರ್ಶಕರು

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I INTRODUCTION

The success of an organization depends to a great extent upon the people involved in it. It is being increasingly realized that the ultimate implementation of management strategies comes through people working in the organization. The fundamental functions of management like planning, organizing, decision-making, controlling and motivating people who involved in it. This realization has tremendously changed the interpretation of the concept of management in recent years, giving more importance to the management of human resources in various organizations.

Organizational development is an effort planned and managed from top to increase the organization's effectiveness and health through deliberate interventions in the organization process (Backhard,1969). It requires conscious efforts on the part of the administrators to understand the dynamics of staff interactions, their morale, motives and tune them to the goals of the organization. Organizational management becomes still more difficult task, in view of the changing environmental factors and human resources. The changes in the environmental factors like the organizational structure, working procedure, customs or norms and the economic, political and socio-cultural patterns in which the organization exists, necessitate modifications and adjustments. Moreover, there will be constant change in human resources. New individuals are being employed with their new ideas and expectations, while the existing work force is constantly changing in relation to their ideas, attitudes and values. A dynamic organization needs to adjust itself to the changing situations for its survival.

Organization consists of a set of individuals operating together within a system for the realization of a common objective. According to Scanlan (1973), the process of organization consists of three elements which must be given due consideration. They include (i) the work to be done, (ii) the people who are to do the work, and (iii) the work place. The author further states that the work must receive the primary emphasis, since the purpose of organizing is to accomplish the pre-determined objectives.

The job perception relates to the way in which the employees look at their jobs. The differences in perceptual frame work can lead people to behave differently in the face of common circumstances. Thus, the study of perception is a pre-requisite to the understanding and explanation of work behavior in all of its variety and complexity.

The job performance is one of the important criteria by which the effectiveness of an organization is measured. According to Getzels (1958), the performance of an individual is the function of both role and personality. The role behavior of an individual in any organization will be good, when the role expectations and personality dispositions are congruent. Performance appraisal is an important key to managing itself. This will help in knowing the strong and weak points and thereby help to introduce measures for improving the efficiency of an organization.

In fact it has been recognized by many researchers that the success of performance of individual in organizations is not merely based upon physical and

material aspects, but also upon their cognitive behavioral components like job perception, job satisfaction etc. Acknowledge of nature, content and factors influencing employees job satisfaction serves as a key factor for the managers for better management of people in organizations.

The job satisfaction of the employees is another criterion for evaluating the effectiveness of an organization. According to Hamner and Organ (1978), the importance attached to job satisfaction rests on humanistic values, the effects of job satisfaction on mental and physical health, establishing and maintaining the legitimacy of an organization's existence and purpose and lubricating social interaction within the organization.

Greater satisfaction leads in any simple or direct way to superior performance. Essentially, job satisfaction is greatly depends on person's attitude towards the job itself. A person with a high level of job satisfaction holds very positive attitudes about the work and conversely, a person dissatisfied with the job embraces negative attitudes towards the job environment. An employee who has no satisfaction with his job will be a poor performer. It is, therefore, very necessary to know the extent to which the employee are satisfied with their work in the organization.

Dynamics of Human Resource Management

A speculative glance into the panorama of Indian economy would reveal the significance of the steadfast contribution of agriculture, which is also the oldest profession of the country. Rapid developments in science and technology, in addition to the increased awareness of the public, have triggered the growth of formal organizations in the arena of agriculture. Agriculture universities are the primary and principal instrumentalities of the state in developing human resources, skills and technology required for the sustainable development of its agriculture through conducting, interfering and integrating education, research and extension.

Management of human resources involves important and complex issues in the form of multidimensional reactions involving employees' perception of the organization climate, their personality, background, the objective realization of organization culture, leadership systems and intergroup relationship, to name a few leading to employee motivation for performance. This concept has changed drastically since the days of scientific management (Heyel, 1973). Today, the impact of modern behavioral sciences has new insights and approaches to the management of human resources. This new insight has highlighted the concept of motivating people in the organization as an important strategy. The main concern in the management of human resources is the improvement of the people working in the organization with a view of increasing their efficiency through motivation.

Education is the primary source of all technological advances, innovations and human comfort. Hence, a continual overhaul of the national education system is a pre-condition before all such societies, which aspire to achieve higher standards of living, advancements in technology and success in international economic race. Education is a major factor for achieving the diversified goals of development.

Teachers are arguably the most important group of professionals for the nation's future. The teacher plays a dynamic role in our lives. A school without teacher is just like a body without the soul. A teacher, who is happy with his job, plays a pivotal role in the upliftment of society. Well adjusted and satisfied teacher can contribute a lot to the well being of his/her students. Teaching is a complex and many sided, demanding a variety of human traits and abilities. Generally, these may be grouped into two major categories: (i) those pertaining to teachers' mental abilities and skills, his knowledge of the subject to the thought, and (ii) those qualities of his personality, his interests, attitudes, beliefs, his behavior in working relationships with students and others. These traits vary greatly from teacher to teacher (Senthil, 1998).

It is this difference in the quality of teachers that has influenced this research to study the job perception, job performance and job satisfaction of the teachers, where job perception has been operationalized as "the degree to which a person's indication of what he feels important to do with respect to the work he is supposed to do in the organization as an employee" (Leavitt, 1958). Perception is a basic cognitive and psychological process. It is a process by which people organize, interpret, experience, process and use stimulus materials in the environment (Ray, 1991).

Job perception of teachers is generally how they feel about different aspects of their jobs, extent to which they like or dislike their jobs and also considered as a strong predictor of overall individual well-being as well as a good predictor of intentions or decisions of teachers to leave their job.

Job performance of the teachers is another criterion for evaluating the effectiveness of an organization. Job performance of the employee is to know their level of performance and delineate the factors responsible for it. Employees performance refers to an act of fulfillment of the requirement of a given job i.e., the manner in which an employee carries out his/her job efficiently (Sharma (1986).

However, in many organizations especially under public sector, the performance of the staff is associated mostly to fulfill the organizational goals such as promotions, transfers and for determining the training needs. But in developmental organizations the performance of the staff is assessed in order to achieve some targeted objectives.

Unless the employees are well informed about their performance and also their strong and weak points, it is very difficult for them to improve their level of performance. This is also considered as important for reinforcing the positive points and overcoming their weakness. Thus, measurement of job performance and its feedback plays an important role in knowing the efficiency of employees.

Job satisfaction of teachers is another criterion for evaluating the effectiveness of an organization. Greater satisfactions lead in a simple or direct way to superior performance. Essentially, job satisfaction is a person's attitude towards the job itself. A person with a high level of job satisfaction holds very positive attitudes about the work place, and conversely, a person dissatisfied with the job embraces negative attitudes towards the job environment. The importance attached to job satisfaction rests on humanistic values, the effects of job satisfaction on mental and physical health. An employee who has no satisfaction with his job will be a poor

performer. It is therefore, very necessary to know the extent to which the teachers are satisfied with their work organizations.

Any organization, small or big, needs constant studies and evaluation, in order to ascertain the measures necessary to improve areas of deficiency, so as to attain a faster rate of growth and development towards achieving its goals. Considering the significant position that Agricultural Universities occupy among the development organizations', one of the greatest needs for the day would be to analyze the behavior of the faculty and the content and factors influencing their efficiency. Constraints perceived by teachers to perform their job serve as key feed in for individuals as well as the administrators to remove bottlenecks and enhance effective functioning of the faculty and the university.

Contributions of Human Resources in Agricultural Universities

The concept of integration of teaching, research and extension has already proved its worth through remarkable progress made in the field of agricultural education, research and extension by the Agricultural Universities. There is perceptible improvement in the quality of education. There are competent teachers, better equipped libraries, laboratories, etc. These institutions today are serving as fountain heads of new knowledge earned through purposeful, problem-solving research and have become main centers of dissemination of useful knowledge to farming community. Some of the best training for farmers is offered by the Agricultural Universities. There are numerous functional specialists who have gained confidence through experience in successfully applying scientific knowledge to solve the practical problems of farmers.

The working conditions and incentives that the Universities offer to the faculty are providing opportunities for productive work, and are fostering team spirit and a healthy change in the outlook of all the teachers and the researchers, and the government administration in order to achieve their goals.

Need for the study

Very few studies have been conducted to probe the above performance aspects of teachers in Agricultural Universities. Even among these limited studies, none of them ventured to compare and contrast the variation of job perception, job performance and job satisfaction of teachers of different farm. Based on the need, this study is attempted to investigate the job perception, job performance and job satisfaction of teachers working in two State Agricultural Universities of Karnataka State. Studying job perception of teachers alone would not make interesting reallocations, but studying it in liaison with job performance and job satisfaction makes this investigation more useful.

Objectives of the study

The general objective of the investigation is to study the job perception, job performance and job satisfaction of teachers in the University of Agricultural Sciences, Bangalore and University of Agricultural Sciences, Dharwad. The specific objectives of the study is are as follows:

1. To develop scales to measure the job perception and job satisfaction of teachers
2. To assess the job perception, job performance and job satisfaction of teachers of State Agricultural Universities.
3. To find out the association between job perception, job performance and job satisfaction of teachers with their socio-economic characteristics and
4. To document the problems and suggestions of teachers

Scope of the study

The present study deals with the job perception and job performance and job satisfaction of teachers in two farm Universities. The study aims at finding the level of perception, performance and satisfaction of their job and delineates the factors responsible for it at the University of Agricultural Sciences, Bangalore and University of Agricultural Sciences, Dharwad. The study of this nature in both Agricultural Universities is a pioneering effort as there were no studies conducted to compare the job perception, job performance and job satisfaction of teachers of State Agricultural Universities. The outcome of the study will be helpful to the planners and administrators to provide suitable environment for improving the perception, performance and satisfaction of teachers.

Limitations of the study

The limitation of the study is inadequate time and other resources available at the disposal of a single investigator. The present study is confined to teachers working in Colleges only.

However, similar studies could be taken for researchers, extensionists also. The findings are applicable to UAS, Bangalore and UAS, Dharwad or similar organizations. Therefore, generalization cannot be drawn. As the study was based more on individual perception and expressed opinion of respondents under study, personal bias and prejudice of respondents might have crept in at several points though all possible precautions were taken to avoid them. Similar studies can be done by using other variables.

Operational definition of the terms used

Job perception: It is a person's indication of what he feels important with reference to any idea or statement presented to him about his job. The usage of this term in this study is unidimensional because it refers to one's own perception.

Job performance: It is the assessment of the performance of an employee by his own rating (self rating) on various items of job that are expected to be performed by the teachers.

Job satisfaction: It refers to satisfaction or dissatisfaction experienced by the respondents as a result of various attributes prevailing in his job environment.

II REVIEW OF LITERATURE

The chapter gives a proper understanding of the research problem and develops a conceptual framework to conduct the study. It is very essential on the part of the researcher to review the efforts made in the past by earlier researchers. In view of this fact, the available literature was reviewed and is presented in this chapter under the following heads.

2. 1. Concept of Job perception, its measurement and levels of perception
2. 2. Concept of Job performance, its measurement and levels of performance
2. 3. Concept of Job satisfaction, its measurement and levels of satisfaction
2. 4. Socio-economic characteristics of teachers
2. 5. Association between socio - economic characteristics of teachers/development workers with their job perception, job performance and job satisfaction
 2. 5. 1. Association between socio - economic characteristics of teachers/development workers with their job perception
 2. 5. 2. Association between socio - economic characteristics of teachers/development workers with their job performance
 2. 5. 3. Association between socio - economic characteristics of teachers/development workers with their job satisfaction
2. 6. Problems and suggestions of teachers
 2. 6.1. Problems of teachers
 2. 6.2. Suggestion of teachers

2. 1. Concept of Job perception, its measurement and levels of perception

2. 1. 1. Concept of Job perception

Leavitt (1958) defined perception as a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment.

Elaborating the concept of perception, Blalock (1963) mentioned the characters of perception.

- i. It is an individual matter. Thus, there may be as many different perceptions as many individuals.
- ii. It may be considered and dealt within terms of what the individual actually experiences.

- iii. It involves not only receiving stimuli but also interpreting and describing these stimuli in terms that are meaningful to the individual.
- iv. Various internal and external factors may influence both the interpretation of stimulus and the response it is likely to provide.

Sarbin and Allen (1968) defined job perception is the degree to which a person's indication of what he feels important to do with respect to the work he supposes to do in the organization as an employee.

Guttman (1971) while emphasizing the significance of role perception stated that perceiving is observing. He holds that the concepts of perceiving and behaving are interchangeable. He opined that all human activities whether of so called mental type or covert action or interactions of the organisms react to objectives that have stimulated them.

Hoebel (1972) in his study of Anthropology: the study of man stated that a person's behaviour was natural when one becomes habituated to all his roles to the point where he does not have to prepare himself to perform them.

Mitchell (1973) in his study on an Analysis of the perception of the role of subordinate and super ordinate with respect to authority, responsibility and delegation in the community schools of flint at the attendance centre level reported that behaviour was a function of one's perception and that changing perceptions would result in changing behaviour. Thus, perception is a determinant of performance.

Lindsay and Norman (1977) stated that perception is the process by which organisms interpret and organize sensation to produce a meaningful experience of the world.

Hodgetts (1979) defined perception as "a person's view of reality".

According to Kaste and Rosenzwers (1982), perception is a basic to understand behaviors because it is the means by which stimuli affect an organization or individual.

Ray (1991) defined that perception is selective and one perceives what one wants to perceive. This happens because one perceives a stimuli, he needs to give attention to the stimuli.

2. 1. 2. Measurement of Job perception

Mohammad and Koichi (2007) in their study on Effects of agricultural extension workers' perceptions of off-the-job training and on the job training to the development of their skills reported that the final part of the questionnaire consisted of twenty statements on perceptions regarding off-the-job training and on the job training. Perceptions were measured by a four-point Likert scale; for each statement there were 4 response categories, namely "strongly agree", "agree", "disagree", and "strongly disagree" and the scoring was done by assigning 4,3,2, and 1 points respectively.

Satishkumar and Popat (2009) developed a scale to measure farmers' perceptions of quality of Groundnut which consisted of 22 statements representing three components. The responses had to be recorded on a five-point continuum representing strongly agree, agree, undecided, disagree and strongly disagree with scores of 5, 4, 3, 2, and 1, respectively. The perception score of each respondent was calculated by adding up the scores obtained by him/her on all the items. The perception score on this scale ranged from a minimum of 22 to a maximum of 110. The higher scores indicated that the respondent had more sensation of the quality aspects of groundnut and vice-versa.

Singh and Vijayaragavan (2014) in their study on perception of agricultural officials regarding functioning of development departments identified seven dimensions of the public system which are rigidity, centralization, number and target syndrome, lack of community participation, rentier dole syndrome, tokenism and paternalistic manipulateness.

Manjunath (2015) reported that the scale developed to measure job perception of Panchayath Development Officers consisted of four main components *viz.*, planning and development of programmes, implementation of programmes, working environment and documentation.

2. 1. 3. Levels of job perception

Reddy (1982) reported that 63.00 per cent of Agricultural Assistants were in high job perception category as compared to 37 per cent of them in low job perception category. The result indicated that the two categories of Agricultural Assistants differed significantly in their job perception scores.

Sobhana (1982) found that the Junior Agricultural Officers in Coconut package units and Intensive Paddy Development units were found to have better perception of their roles than those of the special development units.

Ramakrishna Rao (1985) reported that all the Assistant Agricultural Officers had perceived their job well and attached more importance to majority of the essential tasks

Shivalingegowda (1985) observed that 53.33 per cent of Extension Guides belonged to high job perception category when compared to 46.67 per cent who belonged to the category of low job perception.

Umesha (1987) indicated that 56.00 percent of Agricultural Assistants (AAs) were in high perception category. Further, analysis of the data the two categories of AAs differed significantly in their ability to perceive the extension roles by the respondents were :(i) visiting all the contact farmers and maximum number of other farmers during visit and influencing them about the use of improved practices, (ii) helping the farmers to identify field problems and trying to give solutions for the same, (iii) providing timely information on supply and services, and (iv) analyzing the existing situation to plan the work for the next season.

Patil (1994) in his study on usefulness of National Agricultural Extension Project (NAEP) as perceived by extension personnel found that 68.72 per cent of Agricultural Assistants (AAs) and Assistant Agricultural Officers (AAOs) and Assistant Directors of Agriculture (ADAs) had perceived NAEP as useful, whereas 15.42 per cent and 15.86 per cent of them perceived it as less useful and more useful, respectively.

Purushothama (1997) revealed in his study that 25.00 per cent of Range Forest Officers were in low perception category, followed by 54.00 per cent were in medium category whereas 21.00 per cent of them were in high perception category.

Aimable (2011) revealed that more than one third of teachers (40.00 %) belonged to medium level of job perception while 38.00 per cent were in high job perception category and remaining 22.00 per cent teachers were in low perception category.

Jadhav *et al.* (2011) revealed that majority of the respondents (60.00 %) had medium level of role perception, while, 21.67 and 18.33 per cent of them had low and high levels of role perception, respectively.

Aimable and Manjunath (2012) reported that 38.00 per cent of the teachers were in high perception category, while, 40.00 and 22.00 per cent belonged to medium and low perception categories, respectively.

Singh and Rajeshkumar (2012) in their study on role perception of trainers under KVK Dariapur (Raebareli) revealed that the maximum 55.56 per cent trainers were found under the category of high perception level followed by medium perception level, *i.e.*, 33.33 per cent while for KVK Tharion (Fatehpur), it was 50.00 per cent under high perception followed by medium perception level, *i.e.*, 37.50 per cent.

Muhammad *et al.* (2013) in their study observed that low proportion (11.25 %) of the Sub- Assistant Agriculture Officer (SAAO) in the study area had low perception of the sustainable agricultural practices. The majority (88.75 %) of the respondents had medium level followed by 37.50 per cent had high level of perception towards the sustainable agricultural practices.

Pavitra and Manjunath (2014) conducted a study on perception and usefulness of Yashaswini health scheme in Karnataka and found that 75.00 per cent of the respondents perceived that the scheme is more useful for enhancing the health insurance coverage and protection to households followed by services available (83.33 %) reduces operation cost (90.00 %) free consultation possible (66.66 %) organizational participation extended (83.33 %) prepayment and risks are avoided (75.00 %).

Manjunath (2015) reported that majority (61.18 %) of the Panchayath Development Officers belonged to medium job perception followed by 26.97 per cent who were in low job perception.

Above studies clearly indicated that job perception is the extent to which different job activities as perceived by an individual employee in a given position. It is necessary to know the job perception of the employee, because their job perception will reflect on their level of efficiency in the job performance. As it is a known fact that higher the perception better will be the performance. However, in most of the above studies the respondents were found in medium to high level of job perception. Therefore, it is interesting to study the job perception of teachers in the present study.

2.2. Concept of Job performance, its measurement and levels of performance

2. 2. 1. Concept of Job performance

Davar (1969) stated that performance is a function of an individual's ability, knowledge and motivation.

Cummings (1972) prefers to use the term staff assessment and thinks that overall objectives of staff assessment is to improve the efficiency of an enterprise by attempting to mobilize the best possible efforts from the individuals employed in it.

Davis and John (1981) defined job performance as how an individual actually performs in a given position, as distinct from how he is supposed to perform.

According to Dwivedi (1982), performance appraisal involves comparison of performance measures of different individuals holding similar areas of work responsibilities and relates the determination of worth of these measures for the accomplishment of organizational goals.

Rao and Sohal (1982) adopted self, superior and subordinate (beneficiary) rating to assess the performance of veterinary surgeons coupled with an account of physical targets to measure the job performance.

Bharadwaj *et al.* (1989) stated that job performance is the extent of performance of the job in view of expectation as stated in the job chart.

Subbarao (2001) referred job performance as the degree of accomplishment of the tasks that make up an individual's job. It indicates how well an individual is fulfilling the job demands.

Sharma (2002) explained that performance is two things (i) it is the results that people get on the job and (ii) it is whatever they do that affects these results. Performance is the outcome of actions on the job and it is also the actions that produce that outcome.

Review of literature on the concept of job performance shows that there are numerous definitions playing jugglery with words. While, some define the concept as actions and behaviour of individuals in his or her job irrespective of outcome others define it as the degree to which that an employee does as the occupant of position in an organization.

2. 2. 2. Measurement of Job performance

Talukdar and Laharia (1986) used average of qualitative and quantitative criteria for measuring job performance of Agriculture Development Officers. Qualitative performance was rated immediate superiors and quantitative performance was directly obtained from the Agricultural Development Officer.

Similar method was followed by Reddy (1986); Prabhakar *et al* (1998) and Mohan (2000) took the average of the superior and self rating score as the job performance score of the extensional personnel.

Subba Rao and Rao (1990) stated that the purposes of performance appraisal are:

1. To create and maintain a satisfactory level of performance.
2. To contribute to the employee's growth and development through training, self and management development programmes.
3. To help the superiors to have a proper understanding about the subordinates
4. To guide the job changes with the help of continuous ranking
5. To facilitate fair and equitable compensation based on performance
6. To provide information for making decisions regarding lay off, retirement etc.
7. To ensure organizational effectiveness through correcting employees for standard and improved performance and suggesting the change in employee behavior.

Review of literature shows that appraisal of job performance of workers in different industries, firms and organizations had been done with the help of job performance chart (McNeill, 1960; Sengupta, 1966).

Job card has been used to assess job performance of extension personnel in two ways. Firstly self-assessment by extension personnel themselves (Kherde and Sahay, 1972; Siddaramaiah and Shivalingegowda, 1987 and Thippeswamaiah, 1991) and secondly of the extension personnel by their superiors (Singh, 1970; Kolte, 1972). Rao and Sohal (1982) adopted self, superior and subordinate (beneficiary) rating to assess the performance of veterinary surgeons coupled with an account of physical targets to measure the job performance.

Subbarao (2001) concluded in his study that, appraising the performance of individuals, group and organizations is a common practice of all societies. While in some instance, these appraisal processes are structured and formally sanctioned. In other instances, they are an informal and integral part of daily activities. Further, performance appraisal is a method of evaluating the behaviour of employee in the work spot, normally including both the quantitative and qualitative aspects of job performance.

Maity *et al.* (2011) conducted a study on role performance in which different tasks expected from a Pranibandhus were performed in the practical situation. It was measured by using multiple approaches *i.e.* self-rating, superior rating and beneficiary rating. To test the mean among three rating approaches on different areas of the performance, Duncan's Multiple Range Test (DMRT) was followed.

Shamna *et al.* (2012) who developed scale to measuring the performance of village resource centers on farming activities administered the scale following *Likert* (1932) procedure. Each item in the scale was provided with a five-point continuum and the response categories were: 'Strongly Agree', 'Agree', 'Undecided', 'Disagree' and 'Strongly Disagree'. The considered item was scored in the above said pattern, which will receive 5,4,3,2, and 1 score, respectively. The cumulative score of each respondent for all the statements was considered as the total performance score of the Village Resource Centre as perceived by individual farmer. The minimum possible score was 60, whereas the maximum possible score was 300.

Thubten and Niwat (2012) in their study on performance of smallholder dairy farmers' groups in the east and west central regions of Bhutan, carried out a post test evaluation through individual and group discussions mainly for confirmation and clarification of unclear information collected earlier. The functional tasks were assessed through a Likert-type rating scale; 1=very poor, 2=poor, 3=good, 4=very good and 5=excellent as rated by the members. To draw the overall inferences of functional tasks factors, mid interval mean scores were calculated based on the number of interval levels each Likert-type rating scale were composed.

Victoria and Benjamin (2012) assessed the job performance of the field extension workers. Each of Extension Agents (EAs), Block Extension Agents (BEAs) and Block Extension Supervisors (BESs) was assessed by his/her immediate supervisor on a five point Likert-type scale. The five points on the scale were graded as follows: 1= Very Low, 2=Low, 3=Average, 4=High and 5=Very High job performance. The Zonal Extension Officers (ZEOs) were asked to indicate the extent to which each of the different job performance statements or items represent the performance level of each of the BESs under them. The BESs were asked to indicate the extent to which each of the different job performance statements or items represent the level of performance of each of the EAs under their jurisdiction. The BESs were also asked to indicate the extent to which each of the different job performance statements or items or indices represented the performance level of each of the BEAs working in their respective blocks. The mean performance score for each of the job performance statements or items or variables for BESs, BEAs and EAs was calculated by dividing the total job performance score by the number of respondents, respectively. The job performance level for each group of respondents was computed by dividing the grand mean performance score by the number of the different job performance statements or items.

Pounraj (2013) operationalised job performance was as the extent to which the personnel in the organization were able to effectively carry out their job activities as per the job chart. The respondents were requested to indicate the level of performance of each job item on a five-point continuum *viz.*, very efficient, efficient, average, poor and very poor with 5,4, 3, 2 and 1 scores respectively. The total job performance score for an individual respondent was obtained by summing up the scores for all the

job items. Then the respondents were grouped into low, medium and high levels of job performance following the cumulative frequency method.

Manjunath (2015) reported that the scale developed to measure job performance of Panchayath Development Officers finally consisted of sixteen statements.

2.2.3. Level of job performance

Dhakhore and Bhilegoankar (1987) found that 69.17 per cent of the Veterinary Extension Personnel in Maharashtra had medium level of job performance, whereas 15.83 per cent and 15.00 per cent of the Veterinary Extension Personnel were found to have high and low levels of performance respectively.

Siddaramaiah and Shivalingegowda (1987) reported that fifty per cent of Extension Guides working under the University extension system in Karnataka belonged to the high job performance category.

Hegde and Channegowda (1989) in their study concluded that a large number (68.90 %) of Agricultural Assistants working under Agricultural Extension Project in Karnataka had medium level of performance, while 15.00 per cent and 16.30 per cent had high and low performance, respectively.

Narasimhagowda (1989) reported that 52.22 per cent of Assistant Horticultural Officers in Karnataka belonged to the high job performance category, while 48.78 per cent belonged to low performance category.

Nataraj (1989) studied the job performance of Assistant Directors of Agriculture in Karnataka and concluded that 72 per cent of the Assistant Directors were in medium job performance category.

Nagireddy (1990) reported that 63.33 per cent of Agricultural Officers working under Training and Visit system Andhra Pradesh belonged to the medium category of job performance, whereas 20.00 per cent belonged to high and 16.67 per cent belonged to low performance categories.

Halkatti (1991) in his study on job performance level of Agricultural Assistants working under Training and Visit system concluded that 71.85 per cent of the Agricultural Assistants belonged to medium job performance category, while 13.59 per cent and 14.56 per cent of the Agricultural Assistants belonged to low and high category, respectively.

Thippeswarmaiah (1991) reported that 60.80 per cent of subject matter specialists working under National Agriculture Extension Project belonged to medium job performance category followed by 21.60 per cent in low and 17.60 per cent in the high performance categories.

Venkateshprasad and Hunumanthappa (1992) in their study of job performance of Seed Farm Managers in Karnataka found that 54 per cent were in low performance category and 46 per cent in high performance category.

Rath (1992) reported that 78 per cent of the Subject Matter Specialists under Training and Visit system in Orissa were in medium job performance category, while 21 per cent in high job performance and only one per cent of the Subject Matter Specialists were in low job performance category.

Ram Bihal *et al.* (1993) reported that female extension personnel are inadequate. The results of multiplicative effect indicated that in all the tests more than 12.00 per cent of female extension personnel increased cereal yield by 29.58 per cent, farmers' income by 159, 61 per cent, agricultural income and fertilizer consumption by 113.89 per cent. Less than 12.00 per cent of extension female personnel of total extension personnel may not be significant for agricultural development.

Vijayalakshmi (1993) reported that, majority (63.12 %) of the Anganwadi workers had medium level of job performance, while 18.15 and 18.75 per cent of the respondents had low and high levels of performance, respectively.

Rahad *et al.* (1995) found that none of the Village Extension Workers working under Training and Visit system in Maharashtra performed poorly, 0.42 per cent, 10.83 per cent, 48.92 per cent and 48.33 per cent of Village Extension Workers were found to perform either below average, average, good and excellent, respectively.

Jaiswal *et al.* (1997) in their study indicated that 59 per cent of the Rural Extension Officers in Maharashtra belonged to medium category of job performance, followed by 22 per cent in low and 19 per cent in the high job performance category.

Prabhakar *et al.* (1998) reported that a majority (60 %) of Horticultural Assistants in Karnataka were under low performance category, while remaining 40 per cent were under high performance category.

Bosco (2000) in his study on job performance and job satisfaction of Assistant Agricultural Officers revealed that high majority (85.36 %) of the Assistant Agricultural Officers belonged to high job performance category, while 14.63 per cent were in medium job performance category and that none of the Assistant Agricultural Officers belonged to low job performance category.

Mohan (2000) reported that majority (85.36 %) of Assistant Agricultural Officers (AAOs) working under Karnataka State Department of Agriculture (KSDA) belonged to high performance category, while 14.63 per cent were in medium performance category.

Dolly (2005) reported that majority (75.41 %) of men and women Extension Officers belonged to medium job performance category. Among men category, 8.57 per cent of them were in high performance category, while 74.29 per cent men were in medium performance category. It was observed that 17.14 per cent Extension Officer's performance was low. Women results showed that 11.54 per cent of them were in high performance category, while 76.92 per cent were in medium performance category and 11.54 per cent women extension officer's performance was low.

Nagananda (2005) studied organizational climate perception of Assistant Director of Agriculture and Agriculture Officers of KSDA and found that the high per cent of Assistant Directors of Agriculture (76.70 %) and Agriculture Officers (63.30 %) belonged to medium job performance category.

Nagananda *et al.* (2006) revealed that comparatively more number of ADAs (76.7 %) belonged to medium job performance category as compared to AOs (63.3 %), whereas high job performance was noticed with only 15.00 per cent ADAs and 11.7 per cent AOs. Low job performance was observed with more per cent of AOs (25.00 %) as compared to ADAs (8.30 %).

Kiran (2007) reported that more than 50 per cent of scientists (55.00 %) belonged to medium level of job performance category, similarly 65.30 percent of teachers, 35.41 per cent of researchers and 50.00 per cent of extension workers belonged to medium level of job performance category. While 18.75 per cent of overall scientists, 8.17 per cent of teachers, 37.5 per cent of researchers and 28.58 per cent of extension workers belonged to low level of job performance category, whereas 26.25 per cent of overall scientists 26.53 per cent of teachers, 27.09 per cent of researchers and 21.42 per cent of extension workers belonged high level of job performance category.

Mishra *et al.* (2007) in a comparative study on job performance and job satisfaction of men and women extension officers reported that overall job performance of extension officers was only 9.84 per cent were in high job performance category, majority (75.41 %) belonged to medium and remaining 14.75 per cent extension officers were in low performance category. Among men category, it was found that 8.57 per cent of the men extension officers were in high performance category, while 74.29 per cent men were in medium performance category. It was observed that 17.14 per cent extension officers' performance was low. The data with respect to the levels of job performance of women extension officers showed that 11.54 per cent of the women extension officers were in high performance category, while 76.92 per cent women were in medium performance category.

Aimable (2011) revealed that among teachers 38.00 per cent belonged to high job performance category, 28.00 per cent exhibited low level of overall job performance and 34.00 per cent medium job performance.

Salunkhen *et al.* (2012) found that majority of the respondents (57.00 %) had performed their role moderately followed by 26.33 per cent who performed their role at higher level and 16.66 per cent performed poor.

Ananda *et al.* (2013) in their study on job involvement and performance among middle managers in Sri Lanka reported that majority (63.22 %) of the garment sector managers had high level of job performance and 36.78 per cent respondents showed low level of job performance.

Deshpande *et al.* (2013) found that more than two-third (68.33 %) of respondents were having 'medium' level of role performance in agricultural development programmes followed by 16.67 per cent and 15.00 per cent who were having 'low' and 'high' role performance, respectively.

Nurharani *et al.* (2013) conducted a study on the impact of organizational climate on teachers' job performance in Klang district revealed that majority 91.9 per cent demonstrated low level of job performance and 8.1 per cent of total respondents showed moderate level of job performance. Surprisingly, none showed high level of job performance.

Pounraj (2013) observed that High level job performance was observed with nearly half of the respondents (49.34 %), followed by 26.66 per cent with medium level and the remaining 24.00 per cent of the sample's job performance level was low. Among 20 job items under technical function, the activities namely, "Management of provisionallised water bodies under the control of the state department of fisheries" (4.47), "Assessing the water resources available for fish culture" (4.38), "Identification of water resources for fish culture" (4.31), "Maintenance of fish brood stock" (4.28), "Working on the development of equipment for improved fish farming" (4.31), "Management of reservoir fishery" (4.31), "Management of fish hatcheries" (4.28), "Stocking of fish seedlings into the reservoir" (4.28) and "Providing technical assistance to the fishermen and fish farmers" (4.22) *etc.* were the areas in which job performance was more than that of the other activities. Lowest mean job performance was observed in the "Management of prawn hatcheries" (3.22).

Adeogun (2014) in his study revealed that effects of FFS training on cocoa farmers' job performance was found to be very low for activities such as training and workshop attendance (58.70 %), sourcing for improved materials (58.70 %), It was found to be very high for cocoa nursery establishment (71.00 %), pruning (67.30 %), seeking marketing information (67.30 %), fermentation (63.30 %), cocoa harvesting (63.30 %) and rational pesticide usage (54.70 %).

Gopika (2014) found that more than one third (38.75 %) of Assistant Horticulture Officers were having high level of job performance. Their performance was highest in the area of administration and organization followed by conducting training and extension programmes.

Manjunath (2015) reported that nearly half (47.37 %) of Panchayath Development Officers belonged to medium job performance followed by high (29.61 %) and low (23.03 %) performance categories.

Tanweer (2015) revealed that about 41.00 per cent of farm facilitators belonged to better job performance category.

From the above studies, it becomes clear that job performance is the extent to which different job activities are performed by an individual employee in a given position. The assessment of an employee's job performance is very important for understanding their level of efficiency in the job. However, in majority of above studies the respondents were found in medium level of job performance.

2. 3. Concept of Job satisfaction, its measurement and levels of satisfaction

2. 3. 1. Concept of Job satisfaction

The definition of the concept of job satisfaction must begin with an identification of its epistemological roots. Since satisfaction is an emotional response, the meaning of the concept can only be discovered and grasped by a process of introspection, that is, an act of conceptual identification directed to one's mental contents and process.

Job satisfaction is basically an individual matter. Employees search for those aspects of job, which are related to their value system. Some give more value to their income and others attach more importance to the job satisfaction or the type of job. Considering that while individuals vary in their values, there is moderate consistency in the cherished values of the individuals within a specified group. Job satisfaction and dissatisfaction are a function of the perceived relationship between what one expects and obtains from one's job and how much importance or value he attributes to it (Mobley and Locke, 1970).

Weitz (1952), Herrell (1964) and Lawler and Porter (1967) reported that job satisfaction and productivity go together. An exhaustive review of research by Brayfield and Crackett (1955) on the association between job satisfaction and job performance of numerous types of workers did not find consistent relationship between them.

Gilner (1961) defined job satisfaction or dissatisfaction as the result of various attitudes the person holds towards his job, towards related factors and towards life in general. Robert (1952) said that job satisfaction may come from the product or items produced and the speed with which it is accomplished or from features relating to the job and its performance.

Kuriloff (1963) expressed that job satisfaction felt by a worker in doing his job tends to enhance his work output. Vroom (1964) reported weak relationship between job satisfaction and job performance of employees.

Through his study, John (1966) did not establish significant relationship between job satisfaction and role performance of VLWs. Kherde (1971), Rajagopal (1977) and Reddy (1983) reported analogous findings.

Hulin (1966), Wilol (1970), Waters and Roach (1971) found inverse relationship between job satisfaction and turnover by workers in their job. Kuhlen (1963) from a comparison of men and women teachers, points out that occupational satisfaction is a function of job saliency.

Programme Evaluation Organisation Report (1970) enlightened that a larger majority of the VLWs were dissatisfied with their service conditions, there were no chances for promotion, facilities like accommodation and education were lacking, amount of paper work required to be accomplished was palpably heavy and they could not ensure supplies and credit for grounding production plans.

Locke (1976) suggested that satisfaction was primarily a result of performance and only indirectly a cause of performance.

Mamoria (2007) defined job satisfaction is an emotion, a feeling and a matter of perception. It focuses on general attitudes of individual employees at work.

2. 3. 2. Measurement of Job satisfaction

Sarkar and Patnaik (1967) reported that the village level workers ranked certain job factors, based on their importance in determining the job satisfaction, in the following order of most to least important; opportunity for promotion, salary according to work and achievement, recognition for good work done and participation in decision making.

Ronan (1970) noted that research findings over the years would seem to have demonstrated job satisfaction as a measurable human characteristic and that is important to persons in their work.

Singh and Shreshtha (1976) reported that the Junior Technical Assistants of Nepal ranked the determinants of their job satisfaction in the following order of most to least potent: job security, salary, opportunities for advancements, responsibility, working conditions, supervision, recognition, personal relationship with those they work with and the nature of work.

2. 3. 3. Levels of Job satisfaction

Kolte (1972) reported no positive relationship between job satisfaction and job performance of Agricultural Extension Officers (AEOs) in CD. Blocks of Rajasthan.

Wanous (1974) inferred that sometimes there was relationship and sometimes there was no relationship between job satisfaction and job performance scores of workers. He expressed that performance causes intrinsic satisfaction and that intrinsic satisfaction causes performance.

Jalihal *et al.* (1975) found that 74 per cent of Gramsevakas were satisfied with the quantum of time spent on educational activities, while the remaining 26 per cent were not satisfied.

Phyllis (1975) observed that satisfied worker was, in general, a more flexible, better adjusted person who has come from a superior family environment, or who has the capacity to overcome the effects of an inferior environment. He is realistic about his own situation and about his goals.

Rajagopal (1977) in his study on Gramsevakas found 50 per cent of them had more job satisfaction while the remainder of them had less job satisfaction. Job satisfaction had a very strong positive relationship with productivity of agricultural scientists (Laharia, 1987). Reporting on the influence of job satisfaction of AEOs with their job performance, Janardhana (1979) indicated no association between these two variables.

Jaiswal *et al.* (1978) observed sizeable number of the senior VLWs, who had put in 15 to 20 years of service, as not satisfied with the new extension system (T & V System) which bound them as mono purpose workers. They were also dissatisfied with their salaries, promotional avenues and other facilities like residential quarters, conveyance, etc.

Kulhari (1980) explained that 68.13 per cent of the VEOs were satisfied, 20 per cent were neutral and the rest (11.87 per cent) were dissatisfied with their jobs in T & V System.

Reddy (1982) observed that 51.54 per cent of the Agricultural Assistants in T & V System of Karnataka were dissatisfied, whereas 48.46 per cent were satisfied with their job. He found that job satisfaction was not associated with their performance.

Vittal (1982) revealed that 38 per cent of Agricultural Assistants in T & V System had low job satisfaction, 27 per cent had medium and 35 per cent had high job satisfaction.

Weintraub (1982) correlated job satisfaction scores with qualitative and quantitative indicators of work performance of 14 supervisors and 62 electronic components operators. The results did not indicate any systematic relationship between the two classes of variables since job satisfaction and work performance were found as uncorrelated elements of work adjustment. The study revealed that the level of job satisfaction may provide a diagnosis for work adjustment but not a prediction for work performance.

Pratap and Srivastava (1983) expressed that the employees who had put up experience above 12 years and persons in higher income group had shown better job satisfaction.

Rao (1983), in his research on the job satisfaction of VEOs, observed that 55 per cent of them were satisfied, 18 per cent were neutral and 27 per cent were dissatisfied over their jobs in the T & V System.

Reddy (1983) whose research locale was Andhra Pradesh, explained that majority (57.5 per cent) of the VEOs were dissatisfied with their jobs, while 41.25 per cent were satisfied and a meager percentage (1.25 %) were highly dissatisfied.

Samantha (1983) observed that 40.59 per cent of the scientists had medium level of satisfaction and rest low level of job satisfaction and this leads to majority of the scientists not scientific in their outlook and approach.

Seepersad (1983) concluded that there was a substantial dissatisfaction with the facts like promotion, salary and fringe benefits. Regarding the 'work itself' respondents found aspects which allowed them to interact with farmers and provided needed assistance highly satisfying. The findings suggested that the situation as regards financial rewards and promotional opportunities needed to be closely examined with a view to developing recommendations that were reasonable from view points of both managements and staff. Effective work programming, stronger

backing support, and appropriate training would also help considerably in improving the morals and motivation of the extension staff.

Ramana and Rao (1984) has showed that the economic position of female teacher is higher than that of male teachers and this is attributed to the high proportion of job satisfaction of female teachers than male teachers.

Talukdar (1984) revealed positive and significant relationship between job satisfaction and productivity of Agricultural Development Officers of T & V System in Haryana State.

Jhansi (1985) reported that there was no significant relationship between job satisfaction and extension productivity of agricultural scientists in Andra Pradesh agricultural University.

Gulothungan (1986) found that majority of FAOs (62.96 %) were not satisfied with their job while only 11.11 per cent were satisfied with their job.

Ravindran (1986) has found that job satisfaction of AEs/JEs was positively related to job psychograph. The possible reason might be that AEs/JEs were possessing job satisfaction in items like supervision of the work by AEEs, opportunity for promotion, job security and the other factors like high level of aspiration, high achievement motivation and their social participation all contributed to their job satisfaction and these reflected in the job psychograph.

Reddy (1986) found that job satisfaction and productivity of VEOs in T & V System in Andhra Pradesh were positively and highly significantly correlated.

Reddy (1987) came out with similar finding while probing into the job effectiveness of VEOs in T & V System. The finding of Rao (1987) on the relationship of Job performance and job satisfaction of ADAs in T & V System prevaricates from that of Reddy (1987).

Radhakrishnamoorthy (1987) has reported that job satisfaction of VEOs was negatively and significantly associated with their performance of reporting role. Also job satisfaction of Agricultural Officers was positively and significantly associated with their performance of planning and organizing role.

Bosco (2000) found that more number (67.07 %) of Assistant Agricultural Officers had medium job satisfaction, while 20.75 per cent had low and only 12.19 per cent had high job satisfaction.

Madhusudhanarao (2000) in his study on communication techniques used by Agricultural Assistants of KSDA, found that nearly forty percent (38.33 %) of the Agricultural Assistants had medium level of job satisfaction followed by 33.33 per cent in high category and 28.33 per cent in low level of job satisfaction.

Manjunath (2004) in his study found that majority (95.24 %) of the extension workers were in medium job satisfaction category, while only 4.76 per cent of them

were in high job satisfaction category. It was observed that none of the extension workers was noticed in low job satisfaction category.

Nagananda (2005) found that 65.75 per cent of Assistant Directors of Agriculture and 75.70 per cent of Agriculture Officers had medium level of job satisfaction, while 16.70 per cent of Assistant Directors of Agriculture and 5.00 per cent of Agriculture Officers had high level of job satisfaction.

Onu *et al.* (2005) reported that extension workers exhibited low level of satisfaction regarding their job content, conditions of service and working environment. It was moderate with interpersonal relationships in their establishment and organizational policies.

Sandic (2006) in his study revealed that majority (70.00 %) of Veterinary Officers belonged to medium level of job satisfaction category, while 12.00 and 18.00 per cent of them high and low level of job satisfaction.

Kiran (2007) revealed that majority of the scientists (62.50 %), and its categories namely teachers (63.27 %), researchers (64.59 %) and extension workers 50 per cent belonged to medium level of job satisfaction category. Whereas 17.50 per cent of overall scientists, 19.39 per cent of teachers, 12.50 per cent of researchers and 21.42 per cent of extension workers belonged to low level of job satisfaction category. While 20.00 per cent of overall scientists, 17.34 per cent of teachers, 22.91 per cent of researchers and 28.58 per cent of extension workers belonged to high level of job satisfaction category.

Maity *et al.* (2007) observed that majority of the livestock development assistants (74.00 %) were moderately satisfied, followed by 15.00 per cent who were less satisfied with their jobs. Only 11.00 per cent of respondents were highly satisfied with their jobs.

Kiran *et al.* (2010) revealed that majority of the scientists (62.50 %) had medium level of Job satisfaction, while 20.00 per cent had high level and only 17.50 per cent of them had low level of job satisfaction.

Debnath and Saravanan (2014) revealed that most of the AOs had low level of job satisfaction (53.13 %) followed by medium (34.38 %) and 12.50 per cent of respondents perceived it as high.

Gopika (2014) indicated that more than half (62.40 %) of Assistant Horticulture Officers were having medium level of job satisfaction with respect to their working environment. Their job satisfaction with respect to working environment was higher in the area of organizational factors followed by morale and recognition.

Samartha and Lokesh (2014) revealed that 18.2 per cent of the employees were highly satisfied with their job, 63.70 per cent were satisfied, 17.3 per cent were neutral and 7.00 per cent were dissatisfied in public sectors. In private sector banks 13.50 per cent of the employees were highly satisfied, 67.50 per cent were satisfied, 15.90 per cent were neutral, 2.40 per cent were dissatisfied and 8.00 per cent were highly dissatisfied.

Manjunath (2015) reported that more than one third (38.82 %) of the PDOs had low job satisfaction followed by medium (34.87 %) job satisfaction.

Tanweer (2015) found that 46.00 per cent of farm facilitators had medium job satisfaction.

It can be summarized from above reviews that majority of the respondents belonged to medium to high level of job satisfaction category.

2. 4. Socio-economic characteristics of teachers

2.4.1 Sex

Durchame (1993) in his study on teachers indicated that male teachers constituted 65 per cent, whereas female teachers constituted only 35 per cent of the population of teachers.

According to the Annual Report (Anonymous) by Government of India (2002), there were 65.30 per cent males and 34.70 per cent females in elementary teacher education institutions and 55.4 per cent males and 44.60 per cent females in secondary teacher education institutions in India.

Rajput (2003) pointed that the number of male teacher educators were substantially higher than female teacher educators.

Similarly, Walia (2003) stated that male teacher educators were more in number than female teacher educators.

Jini (2006) found that the major per cent of faculty in University of Agricultural Sciences, Bangalore (90.00 %) were male and also 85.00 per cent of male from Kerala Agricultural University.

Aimable (2011) reported that majority of teachers (82.00 %) were male while the remaining 18.00 per cent were female.

Ayele (2014) indicated that gender were dominated by males. Out of 105 teachers 88 (83.8 %) are male and 17 (16.20 %) are female.

2.4.2 Age

Baby Kumari (1994) reported that 69.16 per cent of farm scientists fall under middle age followed by low and high groups.

Naika (1999) observed that more than 50 per cent of teachers belonged to middle age group compared to old (16.67 %) and young (29.17 %).

Bosco (2000) revealed that 51.21 per cent of Agricultural Assistant Officers were in the age group of 35 – 50 years, while 42.63 per cent of them were above 50 years of age and only 6.09 per cent of the Agricultural Assistant Officers were below 35 years of age.

Madhusudhanarao (2000) in the study on communication techniques used by Agricultural Assistants of KSDA found that majority (68.33 %) of the Agricultural Assistants were in the middle aged group followed by old age group (18.33 %) and young age group (13.33 %).

Reddy (2000) found that majority of the Acharya N.G. Ranga Agricultural University (ANGRAU) teacher's belonged to middle age group (44 %) followed by old age (38.00 %), young in their age (22.00 %) and 68 per cent of the Extensionists of ANGRAU belonged to middle age group followed by 20 per cent old age and 12.00 per cent young in their age.

Birajdar (2002) in his study on knowledge levels of farmers and extension personnel about ill effects of agricultural chemicals found that majority (63.33 %) of the extension personnel belonged to middle age group (*i.e.* 36-50 years) followed by 21.66 per cent to old age (51 and above) and 15 per cent to young age (< 35 years).

Vijayabhinandan (2003) revealed that less than half of the teachers (48.64 %) were in middle age category followed by old age (33.93 %) and young age (12.72 %) category.

Kiran (2004) reported that majority (46.43 %) of the teachers were in middle age category followed by old age (33.93 %) and young age (19.64 %).

Dolly (2005) reported that majority (59.02 %) of extension officers were in the medium (35-50 years) age group category. Nearly half (48.57 %) of men Extension Officers were in age group of below 35 years. Whereas, comparatively less percentage of 14.29 and 37.14 were in the age group 35-50 years and above 50 years respectively. Majority (92.31 %) of the women Extension Officers were in the age group of 35-50 years whereas 7.69 per cent were below 35 years while no women Extension Officers was found in the age group of above 50 years.

Nagananda *et al.* (2006) indicated that comparatively more number of ADAs (40.0 %) belonged to young age group as compared to AOs (28.30 %), whereas in middle age group, 50.0 per cent of AOs and 30.0 per cent ADAs were noticed.

Kiran (2007) indicated that majority of the scientists (58.13 %) belonged to middle age group followed by 21.25 per cent and 20.63 per cent belonged old and young age group respectively. The table further indicated that majority of the teachers (64.29 %) followed by extension workers and researchers of (50.00 %) and (47.92 %) belonged to middle age group and most of extension workers (28.57 %) followed by 25.00 per cent of researchers and 18.36 per cent of teachers belonged to old age group, while 27.08 per cent followed by 21.43 per cent and 17.35 per cent of researchers, extension workers and teachers belong to young age group respectively.

Ravikanth (2007) concluded that nearly (47.70 %) of the teachers belonged to middle age group followed by young age (26.70 %) and old age group (25.60 %).

Munshi (2010) reported that 102 (59.30 %) teachers are in the age group of 24-30 years, 38 (22.10 %) teachers are employed in age group of 31-35 years, 11 (6.40 %)

are in the age group of 36-40 years, 14 (8.10 %) are in the age group of 41- 45 years and 7 (4.10 %) MBA teachers are in the age group of 46 and above years.

Aimable (2011) found that majority of the teachers (41.00 %) belonged to middle age group followed by 32.00 per cent and 27 per cent belonged to old and young age group, respectively.

Jadhav *et al.* (2011) reported that the three fourth (74.17 %) of the women members were from the middle age group and 44.07 per cent of the women members were in young age group.

David and Robert (2013) observed that the largest single age group (30.60 %) of county extension educators was in the range of 51 to 57 years of age and 9.00 per cent were aged less than 30 years.

Nwalieji *et al.* (2013) reported that greater proportion (50.00 %) of the staff were between the age of 41 to 50 years. This was followed by 40.00 per cent whose age ranged 31 to 40 years while the remaining (10.00 %) staffs were between the age of 51 to 60 years.

Ayele (2014) indicated that 23 (21.90 %), 49 (46.70 %), 16 (15.20 %), and 17 (16.20 %) of teachers are in the age group of 25 years and below, 26-30 years, 31-35 years, and 36 years & above respectively. The majority of teachers in Hadiya Zone are under the age 30 years old.

Gopika (2014) reported that, nearly sixty per cent of the Assistant Horticulture Officers belonged to young age group. Whereas, 33.80 per cent of them belonged to middle age and only 7.50 per cent of them belongs to old age group.

Mudau and Kruger (2014) stated that majority of respondents were above 30 years of age (50.00 %), followed by farmers between 26 and 30 years (33.30 %) of age. Only 16 per cent of the farmers were 21-25 years old.

Pavitra and Manjunath (2014) revealed that 41.66 per cent of the respondents were old, 40.83 per cent were middle aged and only 17.50 per cent belonged to the young age group.

Manjunath (2015) reported that considerable percentage (37.50 %) of the respondents belonged to young age followed by middle (36.18 %) and old (26.13 %) age.

Tanweer Ahmed (2015) reported that in respect of age about 57.00 per cent of farm facilitators belonged to young age category.

Hence it can be inferred from the above studies that majority of the respondents belonged to middle age group.

2.4.3 Education

Ramakrishna Rao (1985) in his study pointed out that 52.73 per cent of Assistant Agricultural Officers working under Agriculture Extension Project Karnataka were with the qualification of SSLC with gramsevak training, while 42.27 per cent of Agricultural Officers were either B.Sc. or M.Sc. (Agri) graduates.

Girija *et al.* (1994) reported that a high majority of 93 per cent of Agricultural Officers in Karnataka were graduates, while the remaining seven per cent were post graduates.

Naika (1999) reported that more than half (54.16 %) of teachers had Master's degree as their education qualification, while 41.66 per cent had Masters and Doctoral degrees and only 4.18 per cent had educational qualification like diploma.

Bosco (2000) revealed that majority (60.97 %) of AAOs were matriculate, 3.65 per cent had received education up to pre university level while, 6.09 per cent were basic arts/science graduates. Remaining were either B.Sc. (Agri.) or M. Sc. (Agri.) graduates.

Madhusudhanarao (2000) in his study on communication techniques used by Agricultural Assistants of KSDA reported that 40.00 per cent of Agricultural Assistants were educated up to Secondary School Leaving Certificate (SSLC) followed by 33.33 per cent who had education up to Pre-University Certificate (PUC) level. Whereas, 23.33 per cent of the Agricultural Assistants had education up to graduation level and only 3.33 per cent of Agricultural Assistants had agricultural diploma.

Srujana (2001) found that majority (67.50 %) of the teachers' possessed Ph. D degree followed by (27.50 %) who hold post graduates degree and the remaining five per cent with Post-Doctoral qualifications, respectively.

Reddy (2002) observed that great majority of Indian Council of Agricultural Research (ICAR) (93.33 %) and Government of India(GOI) (83.87 %) trainers possessed Doctoral degrees whereas three fourth (75.76 %) of Government of Andhra Pradesh trainers were postgraduates.

Vijayabhinandan (2003) observed that three fourth (79.17 %) of teachers in Agriculture were with Doctorate degree followed by (20 %) with Masters' degree and only 0.83 per cent of the teachers had post doctorate degree.

Kiran (2004) reported that highest per cent (75.00 %) of teachers in Agriculture college were with doctorate degree followed by (21.43 %) with Masters' degree and (3.57 %) of teachers had post-doctoral degree.

Manjunath (2004) from his study on analysis of job perspective and scientific productivity of scientists reported that majority (71.43 %) of extension workers belonged to medium education category, whereas, 23.81 per cent and 4.76 per cent of them belonged to low and high educational categories, respectively.

Nagananda (2005) reported that majority (70.00 %) of Assistant Directors of Agriculture were M. Sc. Graduates, as compared to Agriculture Officers (30.00 %).

Nagananada *et al.* (2006) revealed that a high per cent of Assistant Directors of Agriculture (ADAs) possessed M. Sc. (Agri.) and Ph. D. degree (70.00 %) and (19.70 %), respectively, as compared to AOs (51.70 % and 1.70 %, respectively).

Sandic (2006) in his study revealed that majority (51.00 %) of Veterinary Officers belonged to medium level of educational qualification, while 20.00 and 29.00 per cent of them had high and low level of educational qualification.

Kiran (2007) reported that around 13.75 per cent of overall scientists and among overall technical, 6.12 per cent of teachers, 27.10 per cent of researchers and 21.40 per cent of extension workers belonged to Master degree category where as among majority of overall scientists (86.25 %), 93.88 per cent of teachers, 72.90 per cent of researchers and 78.60 per cent of extension workers belonged to Doctorate and other higher education level category.

Ravikanth (2007) observed that majority of the teachers (75.60 %) had doctoral degrees as their qualification and less than one third of the teachers (24.40 %) had Masters Degree as their educational qualification.

Aimable (2011) reported that majority of the teachers had Doctoral degree and 33.00 per cent possessed Master degree, and their occupational status showed that majority were Associate Professors (48.00 %), followed by 30 per cent and 22 per cent as Professors and Assistant Professors, respectively.

Kishorekumar and Kaliammal (2011) in their study on utilization of library services among the students of academic institutions in Pudukkottai district, Tamil Nadu found that nearly 45.39 per cent of respondents had graduate degree followed by 45.39 per cent were post graduate and 41.13 per cent were diploma holders.

David and Robert (2013) in their study found that 72.10 per cent of the respondents had master's degree, and 19.4 per cent and 8.5 per cent had bachelors and doctorate degree, respectively.

Goldi (2014) reported that sixty per cent of the teachers had the designation of 'Assistant professor' and 'Ph. D' was their highest educational qualification.

Gopika (2014) reported that majority (52.50 %) of the Assistant Horticulture Officers had educated up to Bachelors degree in Agriculture/ Horticulture whereas, 37.50 per cent of them had Master degree in Agriculture/Horticulture and only 10.00 per cent of the Assistant Horticulture Officers had studied up to diploma or certificate courses.

Mudau and Kruger (2014) in their study on students perception on the entrepreneurship curriculum at the university of South Africa's department of agriculture and animal health observed that majority of the respondents were undergraduates (45.00 %) and 7.10 per cent of respondents were graduates.

Pavitra and Manjunath (2014) revealed that 25.83 per cent were illiterate, followed by 25.00 per cent who had middle level education, while 22.50 and 12.50 per cent had high school and PUC, respectively. Whereas, 9.16 and 5.00 per cent of them had primary and degree level of education, respectively.

Manjunath (2015) reported that majority (63.16 %) of PDOs were graduates and 36.84 per cent were post graduates.

It could be inferred from the above studies that majority of respondents were graduates followed by post graduate degree holders.

2.4.4 Family size

Shailaja *et al.* (1997) reported that more than one third of selected families (46.79 %) had small family size up to 5 members and more than half of respondents (53.21 %) had large family size with more than 5 members.

Hiremath (2000) in their study conducted in Dharwad district of Karnataka state reported that among nuclear families majority of the respondents (70.00 %) had family size of 5-8 members followed by majority of respondents (75.00 %) had family size of more than 8 members because of 2 or more than 2 couples in joint families.

Lavanya (2010) in her study conducted in Theni district of Tamil Nadu inferred that nearly half (46.70 %) of the respondents were coming under big category of family size followed by small (28.30 %) and medium (25.00 %).

Raksha *et al.* (2012) in their study conducted in Hisar district reported that 62.00 per cent of the respondents had small family size which is followed by medium (29.00 %) and low (9.00 %) family size groups.

2.4.5 Annual income

Michaels (2004) in his study revealed that majority (83.00 %) of teachers belonged to medium level of annual income category, while 7.00 and 10.00 per cent of them high and low level of annual income category.

Dolly (2005) reported that majority (62.30 %) of Extension officers (both men and women) belonged to the medium income group. Among men, results found were 74.29 per cent in the medium, 5.71 per cent in high and 20 per cent in the low-income group. Whereas, among women, trend was almost same with majority (57.69 percent) in medium income group but little higher percentage (23.08 percent) of women officers belonged to high income group with 19.23 per cent in low income category.

Kiran (2007) reported that more than 50 per cent of scientists (65.00 %) and its categories teachers 65.30 per cent, researchers (70.83 %) and extension workers (42.87 %) belonged to medium annual income category. 15 per cent of overall technical as well as 15.30 per cent of teachers 12.5 per cent of researchers and 21.42 per cent of extension workers belonged to low level of annual income category where as 20 per cent of overall scientists, 19.40 per cent of teachers, 16.67 per cent of

researchers and 35.71 per cent of extension workers belonged to high annual income category.

Khalid *et al.* (2012) found that salary disparity does exist between public universities and private universities in Pakistan. Educators in public sector universities were found less contented with (1) job security and (2) Co-worker's behaviour, on the other hand private sector universities educators were more contented with their (1) Supervision (2) Salary and (3) Promotional opportunities than the educators of public university.

Dessler (2013) indicated that fringe benefits refer to the indirect financial payments or compensations beyond the employee's regular salary given to the employee such as employer-paid insurance, vacations, paid holidays, subsidized cafeterias, company cars, disability income protection, retirement plans and others.

Gius (2013) found that teachers who received merit pay were more satisfied with their jobs than teachers who did not receive merit pay.

Lee and Sabharwal (2014) examined the relative importance of education–job match and salary for college graduates working in the public, non-profit, and for-profit sectors. The findings indicated that non-profit and public employees did the work that matched their education and derived a great amount of satisfaction from it. For-profit employees compensated their loss in the satisfaction due to the mismatch between education and job with their gain in the satisfaction derived from salary.

2.4.6 Rural urban background

Papat (1991) indicated that majority (77.92 per cent) of the respondents (SMSs) were having rural back ground, with farming as parental occupation, while 11.68 per cent of them were having urban background with farming as their parental occupation, further he observed that equal number (5.20 per cent) of the respondents were having rural background with non farming: and urban background with non farming occupation.

Sharma (1991) revealed that majority (90.53 per cent) of the VEWs came from the rural families whereas only 9.45 per cent were from urban background.

Mandavi (2002) reported that majority (88.35 per cent) of the respondents belonged to rural background whereas 11.65 per cent of them were having urban background.

Gopika (2014) reported that, 53.75 per cent of the Assistant Horticulture Officers were from rural background. Whereas, 46.25 per cent of them are from urban background.

2.4.7 Job experience

Manimegalon (1990) in his study of Assistant Directors of Agriculture working under National Agriculture Extension Project reported that 36.17 per cent of

Assistant Directors belonged to the medium experience category. While, 40.81 per cent and 17.02 per cent belonged to high and low experience categories, respectively.

Naika (1999) reported that majority of teachers (43.75 %) had 11 to 20 years of experience, whereas 37.50 per cent had below 10 years and only 18.75 had more than 20 years of experience.

Mohan (2000) reported that majority (75.66 %) of the Agricultural Assistant Officers (AAOs) had medium level of experience, while 14.63 per cent and 9.75 per cent had high and low level experiences.

Reddy (2002) revealed that more than one third (33.85 %) of trainers had more than 25 years of experience, followed by 27.69 per cent who had 21 to 25 years of experience, and 15.38 per cent had 11-15 years of experience. Only (12.31 %) had 16-20 years of experience, 7.69 per cent had 6-10 years of experience and the remaining (3.02 %) had less than 5 years of experience.

Vijayabhinandan (2003) observed that highest proportion of teachers in agriculture (45.00 %), Veterinary (51.43 %) and Home science (50.00 %) had 5-10 years' experience in teaching, followed by 16.67 per cent who had 16-20 years, 15 per cent had more than 25 years, 14.17 per cent had 11-15 years, and 9.16 per cent had 21-25 years of experience in teaching.

Kiran (2004) observed highest proportion (46.43 %) of teachers had medium 7-21 years' experience in teaching followed by (30.36 %) had 1-6 years' experience and the remaining 23.21 per cent had more than 22 years of experience in teaching.

Dolly (2005) reported that a majority (57.38 %) of Extension Officers (both men and women) belonged to the medium category of total experience. Among men, 37.14 per cent of them belonged to medium category of total experience, while 34.29 and 28.57 per cent were in the low and high category of total experience, respectively. Among women category, a large majority (92.31 %) were found in the medium category of total experience. The remaining 7.69 per cent of the women officials were found in low category of total experience.

Sandic (2006) in his study revealed that majority (71.00 %) of VOs belonged to medium level of experience category, while 10.00 and 19.00 per cent of them high and low level of experience category.

Kiran (2007) revealed that majority of overall scientists (52.50 %) and among overall scientists, 57.14 per cent of teachers, 43.75 per cent of researchers and 50 per cent of extension workers belonged to medium experience category. 25 per cent of overall scientists and its categories teachers (23.47 %), researchers (29.17 %) and extension workers (21.43 %) belonged to low level of experience category. And 22.5 per cent of overall scientists as well as 19.39 per cent of teachers, 27.08 per cent of researchers and 28.57 per cent of extension workers belonged to high experience category.

Ravikanth (2007) noted that majority of teachers (45.50 %) had 8-10 years of experience followed by 27.80 per cent with 11 years and above, and the teachers who had 5-7 years of experience were 26.70 per cent.

Munshi (2010) observed that 102 (59.30 %) of teachers has more work experience ranging from 1-3 years, 51 (29.70 %) of teachers have work experience ranging 223 from 4-7 years, 5 (2.90 %) of teachers have work experience of 8-10 years, 7 (4.10 %) have experience ranging from 11-15 years and 7 (4.10 %) of teachers have work experience of above 15 years respectively.

Munshi (2010) revealed that 92 (53.5 %) of management teachers have been working in MBA institutes since 1-3 years only, 36 (20.9 %) have been working since 4-6 years, 20 (11.6 %) are working since 7-9 years, 11 (6.4 %) teachers are working since 10-15 years in MBA profession and finally 13 (7.6 %) management teachers are in MBA teaching profession since more than 15 years.

Aimable (2011) found that 42.00 per cent of the respondents were in medium category of experience in teaching, while 26.00 per cent and 32.00 per cent of respondents were in low and high category of experience in teaching, respectively.

Goldi (2014) reported that majority of the teachers (70.00 %) had a teaching experience of 1-10 years and very few (3.30 %) had a teaching experience of 31-35 years.

Gopika (2014) reported that the majority (73.80 %) of Assistant Horticulture Officers were having medium level total experience, while 22.40 per cent of them have low level of experience and only 3.80 per cent of Assistant Horticulture Officers found in high experience category. Nearly seventy percent of Assistant Horticulture officers were having in medium level of experience as AHOs, while 31.30 per cent of AHOs were in low level of experience as AHO and only 1.30 per cent of them were in high experience as AHO.

2.4.8 Rural experience

Howley and Eckman (1997) revealed that many rural teachers find that they must teach subjects out of their areas of specialization.

Theobald and Howley (1998) believed that teachers' education programs and professional development places little emphasis on understanding the "cultural" demands of teaching and its lifestyle.

Dupuy *et al.* (2000) reported that of those youths who migrate from their rural community, 12.4 percent seek a university degree, while only 5 percent who stay in their rural community seek a similar degree.

Sherer and Kristensen (2003) suggested, a promising approach to dealing with the professional isolation of rural educators involves the establishment of virtual learning communities. Such learning communities may be one way of fostering collegial dialog among subject specialties within rural areas.

Howley and Howley (2005) believed that an understanding and commitment to the cultural meaning that pervades life in rural places is highly relevant to the experience a teacher will professionally and personally encounter in a rural community.

Kaur (2010) in her study aimed at finding the level of job satisfaction of college teachers of Punjab with respect to area, gender and type of institution. The study revealed that rural college teachers were more satisfied as compared to urban college teachers, because of their low expectations. Furthermore, government owned college teachers were more satisfied than government aided and self-financed college teachers. She also states that higher socio economic status and level of life satisfaction too encourage the college teacher for higher level of job satisfaction.

2.4.9 Mass media participation

Menasinal (1992) in his study on job satisfaction of Agricultural Assistants working on NAEP found that majority (63.33 %) of respondents were reading newspapers regularly, while 35.33 per cent of them read occasionally. But, in case of agricultural journals or magazines, majority (64.67 %) of the respondents never read such literature, whereas, only 25.33 per cent of them were reading such journals or magazines occasionally.

Rath (1992) in his study on job performance of SMS under T and V system in Orissa found that 67.33 per cent of the respondents were found to be reading extension literature while 20.67 per cent of them were found to be in touch with such literature on a regular basis. Similarly, majority of the respondents (77.33 %) were using mass media source like radio and TV occasionally.

Sontakki (1996) in his study on organizational perception of Taluk level fisheries extension personnel found that nearly half of the respondents (48.75 %) possessed radio and majority of them (61.54 %) listened to it regularly, while the remaining 38.46 per cent listened to it occasionally. Similarly, TV was possessed by 47.50 per cent of the respondents and a large chunk (94.74 %) of them viewed the programmes regularly, while only 5.26 per cent viewed it occasionally. Nearly 65 per cent of respondents were subscribers of one or the other newspapers and almost all of them (98.08 %) read the newspapers regularly. Nearly 17.50 per cent of respondents subscribe magazines or journals on fisheries or agriculture and half of them read these publications regularly whereas the remaining 50 per cent read them occasionally.

Purushothama (1997) in his study on job perception, job performance and job satisfaction of range forest officers, found that 72.72 per cent of respondents have medium mass media exposure and 36.36 per cent of them had high mass media exposure.

Hanchinal (1999) in his study on privatization of extension services found that 58.33 per cent of extension personnel possessed radio sets. Among them 62.86 and 37.14 per cent were regular and occasional listeners of general programmes, respectively. Whereas, 51.43 and 48.57 per cent were regular and occasional listeners of agricultural programmes, respectively. TV sets were possessed by more than half (51.67 %) of the respondents. Among them 77.41 and 22.59 per cent were regular and

occasional viewers of general programmes, respectively, whereas 41.94 and 50.06 per cent of the respondents were regular and occasional viewers of agricultural programmes, respectively. About 55 per cent of the respondents were subscribers of newspaper and only 16.67 per cent were subscribers of farm magazines. Among the news paper subscribers 96.97 per cent were regular readers of general news, whereas 69.70 and 30.30 per cent were regular and occasional readers of agricultural news. Among the respondents who were subscriber of farm magazines, 70 per cent were regular readers and 30.00 per cent were occasional readers of agricultural information.

Madhusudhana (2000) in his study on communication techniques used by Agricultural Assistants of KSDA found that about two-third of the Agricultural Assistants (63.33 %) were involved in sending messages to AIR through the AO farm information unit for radio tips. It was also observed that very few of the Agricultural Assistants (3.33 %) were involved in giving messages to the newspapers about the success stories of farmers which intern motivate farmers of other regions to take-up successful enterprise, whereas only 1.66 per cent of the Agricultural Assistants were involved in writing popular article on success story of the farmers in agricultural magazines.

Gopika (2014) reported that nearly fifty percent of Assistant Horticulture Officers are having medium level of mass media participation, while 36.30 per cent of them were having high mass media participation and remaining only 15.00 percent of them were in low level of mass media participation.

Manjunath (2015) reported that majority (67.76 %) of PDOs were occasionally reading the newspapers and 60.53 per cent of them viewing television.

Tanweer (2015) reported that about 46.00 per cent of farm facilitators had medium mass media participation.

2.4.10 Training undergone

Patel *et al.* (1994) reported that majority (93.00 %) of Rural Agricultural Extension Officers working under T and V system in Madhya Pradesh were professionally untrained.

Rao (1996) found that majority 89 per cent of the overseas trained teachers (three faculties) of ANGRAU had undergone 90 days duration training abroad followed by nine per cent (45 days) and two per cent (35 days), respectively.

Naika (1999) reported that more than two-third of teachers had attended 1 to 3 training programmes and 31.25 per cent had not undergone any training.

Mohan (2000) showed that 14.65 per cent of Assistant Agricultural Officers (AAOs) had received training for more than 6 months duration, while 17.07, 29.26, 13.41 and 12.19 per cent of them received in service training for 4 to 6 months, 2 to 4 months, 1 to 2 months and less than 1 month duration, respectively. Nearly 14.00 per cent of the AAOs had not undergone any training.

Vijayabhinandan (2003) concluded that half the teachers (49.55 %) attended up to three training programmes within the country, while 29.09 per cent received four to six training programmes, 18.18 per cent had not attended any training and the remaining 3.18 per cent of teachers attended more than six training programmes.

Kiran (2004) observed that half of the teachers (57.14 %) had attended one training programme duration of 46 days followed by 25 per cent attended training programmes of duration of between 47-115 days and 17.86 per cent had received training programmes duration of above 116 days. This implies that majority of the respondents had undergone one or the other training programmes.

Dolly (2005) indicated that none of the Extension Officers was found without receiving any training program. Among men, 10 per cent had received training for more than 6 months duration while 25, 30, 22.5 and 12.5 per cent of them received in-service training for 4 to 6 months, 2 to 4 months, 1 to 2 months and less than 1 month duration respectively. Among women, only 3.33 per cent women Extension Officers had received training for more than 6 months duration. Whereas, 46.67, 20, 16.67 and 13.33 per cent of them received in-service training for 4 to 6 months, 2 to 4 months, 1 to 2 months and less than 1 month duration respectively.

Ravikanth (2007) highlighted that more than half of the teachers (52.20 %) had undergone training and little less than half of the teachers (47.70 %) had not undergone any training.

Aimable (2011) reported that majority of teachers (41.00 %) were in medium level of training received during last 5 years, followed by low and high with 34.00 per cent and 25.00 per cent, respectively.

Goldi (2014) reported that majority of the teachers (66.66 %) did not undergo any training in teaching related skills in ones career.

Gopika (2014) reported that as many as 92.50 per cent of the Assistant Horticulture Officers had undergone medium level of training, while 5.00 per cent of the Assistant Horticulture Officers had low level of training and only 2.50 per cent of AHOs had high level of training.

2.4.11 Perceived work load

Reddy (1983) in his study on role performance and job satisfaction of Village Extension Officers working with T and V system revealed that 62.5 per cent of the VEOs in T and V system perceived their workload as heavy, 3.75 per cent as very heavy whereas 1.25 per cent perceived workload as light.

Manimegalan (1990) in his study on task and time management of ADAs working under NAEP, observed that majority (59.98 %) of ADAs have averaged that their work load was manageable in nature and the rest of them (40.02 %) indicated that it was too much.

Thippeswamiah (1991) in his study on job performance and job satisfaction of SMS working in NAEP observed that a large majority of Agricultural Officers

(88.00 %) perceived their work load as manageable followed by light (5.00 %) and heavy (7.00 %), respectively.

Meti (1992) in his study on perception of organizational climate and job satisfaction of Agricultural Assistants in NAEP, revealed that a vast majority (92.00 %) of the respondents belonged to medium category of perception of workload followed by 5 and 3 per cent of respondents belonged as light and heavy category of workload perception, respectively.

Bosco (2000) found that 75.60 per cent of the Assistant Agricultural Officers were in the medium category of perceived workload, while 10.75 per cent were in low perceived workload category.

Nagananda (2005) reported that, 49.2 per cent of the total respondents perceived their workload as medium, followed by 40 per cent of them perceived as heavy and only 10.8 per cent of them perceived it as light.

Nagananda *et al.* (2006) revealed that around fifty per cent of both ADAs (46.70 %) and AOs (51.70 %) perceived their work load as medium. More number of AOs (43.30%) than ADAs (36.60 %) was noticed in the category of heavy work load.

Sandika *et al.* (2007) revealed that 70.00 per cent of the total VOs perceived their workload as medium, followed by 18.00 per cent of them who perceived as heavy and only 12.00 per cent of them perceived it as light.

Debnath and Saravanan (2014) in their study on job satisfaction and job autonomy of extension personnel of the public agricultural extension organization in Tripura state of north-east India revealed that majority of agricultural officers (43.75 %) had medium level of work load followed by high level (31.25 %) and low level (25.00 %).

Gopika (2014) reported that nearly sixty percent of the Assistant Horticulture Officers perceived their workload as medium, followed by (30.00 %) of them as heavy and only 12.50 per cent of them perceived it as light.

Manjunath (2015) reported that less than half (44.08 %) of respondents perceived their workload as heavy followed by 35.53 per cent who perceived as medium.

From the above reviews it can be summarized that majority of respondents belonged to medium level to high level of work load.

2.4.12. Number of publications published

Mathur *et al* (1978) pinpointed that farm periodicals mainly depended on teaching and research organizations and public relation officers for information. While, low circulation category periodicals published by individuals had limited contacts with teaching and research organizations.

Muthazhagam (1990) described that the most commonly used sources in **Valarum Velanmai** magazine and Seithi Madal magazine to present the information were university scientists followed by extension workers and farmers.

Nataraju (1991) reported that university scientists and editors contributed maximum number of articles in “Krishivignana” and “Krishiloka” Kannada farm magazines.

Fazely (2010) reported that as high as 2645 (72.60 %) articles were contributed by scientists of University of Agricultural Sciences, Bangalore, followed by 972 articles (26.68 %) from other organizations. A handful of 26 articles (0.72 %) were from other countries. A total of 972 papers were contributed by other organizations. Maximum number of papers (66) from other organizations were published in 2009 and minimum were printed in 1967.

2.4.13. Achievement motivation

Reddy (1983) classified 50.00 per cent, 35.00 per cent and 15.00 per cent of the Village Extension Officers working under Intensive Agriculture Extension Programme in Andhra Pradesh as having high, average and low achievement motivation in that order.

Ramukrishna Rao (1985) reported that 55.45 per cent of Assistant Agricultural Officers under Agriculture Extension Project in Karnataka had high achievement motivation, while 44.55 per cent had low motivation.

Sundaraswamy (1987) reported that 27.28 per cent of Assistant Agricultural Officers working under Training and Visit system belonged to the low level of achievement motivation category, whereas 51.24 per cent and 21.42 per cent of Assistant Agricultural Officers had medium and high levels of achievement motivation.

Nataraj (1989) found that 59.00 per cent of Assistant Directors of Agriculture under National Agricultural Extension Project in Karnataka had low achievement motivation, while 41 per cent had high motivation.

Mohan (2000) reported that the Assistant Agricultural Officers (AAOs) having high, medium and low achievement motivation were 19.21, 69.51 and 12.19 per cent respectively.

Manjunath (2004) reported that majority (66.67 %) of extension workers belonged to medium Achievement motivation category, whereas, only 28.57 per cent of them belonged to high Achievement motivation category and 4.76 per cent belonged to low Achievement motivation category.

Dolly (2005) reported that majority (88.52 %) of Extension Officers (both men and women) belonged to medium level of achievement motivation. Among men, 82.86 per cent of them had medium level of achievement motivation, while 11.43 per cent and 5.71 per cent belonged to low and high achievement motivation category respectively. Women showed little different trend. 57.69 per cent of them were in the medium category; with 26.92 per cent and 15.38 per cent women Extension Officers were low and high achievement motivation category.

Kiran (2007) indicated that among majority (80.63 %) of overall scientists, 84.70 per cent of teachers, 77.08 per cent of researchers and 64.29 per cent of extension workers belonged to medium level of achievement motivation category. Among 8.12 per cent of overall scientists, 7.14 per cent of teachers, 6.25 per cent of researchers and 21.42 per cent of extension workers belonged to low level of achievement motivation category where as among 11.25 per cent of overall scientists, 8.16 per cent of teachers, 16.67 per cent of researches and 14.29 per cent of extension workers belonged to high level of achievement motivation category.

Aimable (2011) found that the distribution of teachers on the basis of achievement motivation revealed that 42 per cent of the teachers had high level of achievement motivation. Whereas, 28.00 per cent of them were in low achievement motivation category and the remaining 30.00 per cent of them were in medium level of achievement motivation category.

Rane (2011) concluded that the Job satisfaction of an employee in any organization was of paramount importance to achieve the targeted goals on a sustainable basis.

Gopika (2014) reported that nearly half 48.70 percent of the Assistant Horticulture Officers had medium level of achievement motivation, while 36.30 per cent of Assistant Horticulture Officers had high level of achievement motivation and remaining 15.00 per cent of them having in low level of achievement motivation.

Tanweer (2015) indicated that 37.00 per cent of farm facilitators had low achievement motivation.

2.4.14 Aspiration

Ramchand and Sohal (1984) concluded that majority of the dairy farmers of Karnal in Haryana had medium level of aspiration and motivation which can be partly satisfactory in promoting programmes for rural development.

Singh and Ramchand (1984) revealed that in Karnal district of Haryana 48 per cent of rural women pursuing dairy occupations had medium aspirations and 11 per cent had high aspiration.

Mruthunjayam (1987) indicated that majority of the farmers (72.50 %) were having medium aspiration followed by 16.50 per cent with higher aspiration and 11.00 per cent of them with low aspiration.

Shivalingaiah (1996) reported that 42 per cent of small women farmers had medium aspiration level where as, it is only 36 per cent in case of big farmers category. However, 42 per cent of big farmers had high aspiration level and it is reverse in case of small farmer's category where only 32 per cent had low aspiration level.

Ravishankar (2000) conducted a comparative study of KVKs of government organization and KVKs of NGO in Kurnool district reported that 71.07 per cent of KVK trainees had medium level of aspiration followed by low (16.67 %) and high

(11.66 %) levels in GO-KVK, whereas 58.34 per cent had high level of aspiration followed by medium (23.33 %) and low (18.33 %) levels of NGO-KVK.

Samuel (2000) studied on impact of IRDP programmes and stated that nearly half (48.33 %) of the beneficiaries had medium level of aspiration followed by high (39.33 %) and low (12.34 %) level of aspiration.

Chung *et al.* (2010) found that more importance must be positioned on faculty members' wellbeing at both the institutional level and at the level of departmental management.

2.4.15. Competition orientation

Rizza and Reis (2001) advise teachers to encourage their students to use their competitive energies in positive ways (i.e. self improvement). For the social benefit of gifted girls, it is wise to limit comparisons between students by, for instance, not publicizing class marks.

Roy and Benenson (2002) found that fourth-grade girls tend to avoid competitive interference in conditions of plenty—when there were enough rewards to go around.

Schneider *et al.* (2005) found cultural and gender-based differences in competitive orientations.

Tjosvold *et al.* (2006) surveyed workers in Mainland China and found that constructive competition was greatest when participants had intrinsic motivation and used the strategy of competing fairly. They used team-based competition to motivate students and modify their behaviors.

Good and Brophy (2008) suggest that competitive classroom activities may be appropriate if all students have a chance to win, and when a team approach is used rather than individually based evaluations.

Rinn, Plucker and Stocking (2010) express concern for the academic self concept of gifted students entering self-contained programs where they may experience the Little-fish-big-pond effect. These students tend to see a drop in academic self-concept which could, in turn, affect socio-emotional and academic development. The authors suggest that teachers can sustain motivation in students entering gifted classrooms by giving feedback about individual growth rather than comparisons to other students. As well, they recommend that teachers balance their use of competitive, cooperative, and individualistic activities.

Lucky and Yusoff (2013) argued that lecturers who demonstrate higher level of teaching qualifications, characteristics and competence would perform better.

Stilianos *et al.* (2013) stated that lifelong learning is vital in the competitive knowledge economy environment.

2.4.16. Scientific orientation

Karpagam (2000) reported that 75.00 per cent of the respondents belonged to medium category of scientific orientation followed by 13.33 per cent of respondents belonged to low level category of scientific orientation and 11.67 per cent of respondents belonged to high level category of scientific orientation.

Nagaraj (2002) found that about 67.08 per cent of the respondents had medium level of scientific orientation, 22.08 per cent of the respondents had high level of scientific orientation and 10.83 per cent of the respondents had low level of scientific orientation.

Sidram (2008) reported that about 69.17 per cent of the respondents belonged to medium scientific orientation category followed by 16.67 per cent of respondents belonged to high scientific orientation category and 14.17 per cent respondents belonged to low scientific orientation category.

Raghavendra (2010) in his study found that about 40.00 per cent of respondents belonged to medium scientific orientation category followed by 31.67 per cent of respondents belonged to low scientific orientation category and 28.33 per cent respondents belonged to high scientific orientation category. But 58.33, 35.00 and 6.67 per cent of other farmers belonged to low, medium and high scientific orientation category, respectively.

Prakash (2013) in his study found that about 40.00 per cent of the farm facilitators had high scientific orientation followed by 38.33 per cent and 21.66 per cent of them had medium and low level of scientific orientation respectively.

Tanweer (2015) reported that about 42.00 per cent of farm facilitators had medium scientific orientation.

2.4.17. Organizational climate

Scheinder and Snyder (1975) pointed out that each individual perceives or conceptualizes his organization in any number of ways depending upon his context and the set of information about the organization which is operative for the individual.

Rajeev (1988) found that 40.91 per cent of researchers in Kerala Agriculture University perceived the organizational climate as facilitating, while 31.82 per cent and 29.27 per cent of the researchers perceived it as most facilitating and least facilitating, respectively.

Meti (1992) reported that 59 per cent of the Agricultural Assistants working under National Agriculture Extension Project in Karnataka found the organizational climate to be facilitating, while 23 per cent felt that the organizational climate was highly facilitating whereas 18 per cent found it to be least facilitating.

Mohan (2000) found that 73.17 per cent of Assistant Agricultural Officers AAOs perceived the organizational climate as facilitating, while 12.15 per cent and 14.63 per cent perceived it as highly facilitating and not facilitating, respectively.

Souvik and Vijayaragavan (2001) revealed that majority of the extension personnel perceived existing organizational climate as below average or poor and they were hardly satisfied with their job.

Dolly (2005) indicated that majority (75.41 %) of Extension Officers perceived organizational climate as facilitating, while 8.20 per cent and 16.39 per cent of them perceived it as highly facilitating and least facilitating, respectively.

Manjula and Narayanagowda (2005) showed that a higher proportion (52.50 %) of scientists perceived the organizational climate as favourable while 30.00 per cent of them perceived the climate as less favourable and rest of 17.50 per cent as most favourable. In the present study 70 per cent of farm scientists had favourable to more favourable perception towards organizational climate.

Jyothi (2006) reported that, majority (73.33 %) of the University managed KVKs staff perceived favourable organisational climate while 16.66 per cent and 10.00 per cent of them perceived it as less favourable and more favourable respectively. Whereas 57.14 per cent of NGO managed KVKs staff perceived organisational climate as favourable while 28.57 per cent and 14.29 per cent perceived it as more favourable and less favourable respectively.

Kiran (2007) reported that less favorable perception regarding organizational climate was noticed among 16.87 per cent of overall scientists and its categories teachers (16.325 %), researchers (16.67 %) and extension workers (21.42%). And most favorable perception was noticed among 25.60 per cent of overall scientists and among them teachers (13.26 %) per cent, researchers (43.75 %) and extension workers with (50.00 %).

Aimable (2011) revealed that more than one third of teachers (46.00 %) of the total respondents' perceived organizational climate as facilitating while 32.00 per cent and 22.00 per cent of them perceived it as most facilitating and less facilitating, respectively.

Gopika (2014) found that forty per cent of the Assistant Horticulture Officers perceived organizational climate as more favorable while 30.00 per cent of them perceived it as favorable and 30.00 per cent of them perceived it as less favorable.

2.4.18. Attitude towards organization

Prajapati and Patel (1984) revealed the overall attitude of extension worker in Jaipur district of Rajasthan that only 15 per cent of respondents had unfavourable attitude towards training and visit system, while the majority 62.5 per cent of the respondents were neutral.

Vasoya and Halyal (1990) revealed that about 60.00 per cent respondents had more favourable attitude, whereas 34.00 per cent VEWs had less favourable attitude towards extension work.

Halakatti (1991) reported that by and large majority of AAs of Karnataka were found to have medium job attitude. The percentage of AAs who were in the low and high categories were almost equal

Verma and Singh (2000) concluded that 40.00 per cent VDO's had medium level of favourable attitude towards their work.

Mandavi (2002) revealed that majority (66.02 per cent) of the respondents had medium level of attitude towards extension work followed by high (17.48 per cent) and low (16.50 per cent) level of attitude towards extension work.

Michaels (2004) revealed that (76.00 %) of the teachers were found to have medium level of attitude towards job ,while 6.50 per cent and 17.50 per cent of them were in high and low level of attitude towards job category.

Kiran (2007) reported that favorable attitude towards job was observed among 60.00 per cent of scientists and its category teachers (59.19 %), researchers (68.75%) and extension workers (42.86 %). Less favorable attitude towards job was seen among 21.88 per cent of overall scientists, 21.42 per cent of teachers, 16.66 per cent of researchers and 21.42 per cent of extension workers. Whereas most favorable attitude towards job was observed among 18.12 per cent of overall scientists, 19.39 per cent of teachers, 14.58 per cent of researchers and 35.72 per cent of extension workers.

Gopika (2014) found that, majority (46.80 %) of the Assistant Horticulture Officers had favorable attitude towards work, while 40.00 per cent of them had highly favorable attitude towards work and only 13.80 per cent of them had less favorable attitude towards work.

2.4.19. Participation in seminars/conferences

When teachers take time to interact, study together, discuss teaching, and help one another put into practice new skills and strategies, they grow and their students' behaviors improve accordingly. This is because social persuasion is a powerful means of changing beliefs, as has been suggested by (Bandura, 1995).

Robinson (1996), discussing the form and use of conferences, which the researcher adopted as one of the elements under training, recognized its 17 strength for conveying a message to a large audience, while seeking opportunity to hear and comment on views of recognized authorities. Thus, conferences provide tentative answers to critical questions. They let people taste and experience their ideas for themselves and are usually dominated by a few

Horsley and Matsumoto (1999) concluded short term training as staff development, which includes workshops, conferences, action research projects and graduate programs and can be initiated for a variety of reasons for an employee or group of employees.

Tiberondwa (2000) identified short term training programs to include induction, which is locally organized through seminars and workshops for new staff in the organization. These courses can be done within section units and departments.

Ebau (2001), in conceptualizing the seminars, states that, one is not only at the receiving end, but exchanges views and ideas, which is good for one's professional development. At the same time, they are more flexible in the organization and touch on broad but cross-cutting issues and are compatible with different work schedules, which provoke an input from at least all participants. In the era of constant changes and dynamism, staying competitive is the key to sustainable performance. It is in this context that training seminars for the staff in an institution, becomes relevant in order to keep them motivated and up-to-date with organizational trends and new technologies, teaching, research methods. These training seminars are in a way almost essential for maintaining the relevance of the teachers' contribution to the organization.

Moi University (2006) distinguishes different categories of training, ranging from induction, certificate courses, degree training, as well as workshops, seminars and conferences.

Munshi (2010) indicated that 55 (32.00 %) of the management teachers have not participated in any of the mentioned academic activities like seminars, conferences, workshops etc. 66 (38.40 %) teachers have participated in 1-5 academic events, 29 (16.90 %) teachers have participated in 6-10, 10 (5.80 %) have participated in 11-15 events, 12 (7.00 %) management teachers have participated in more than 15 workshops, conferences, seminars etc during their course of work in management colleges.

2.4.20. Abroad exposure/country visited

Yang (2002) stated that the close relation between higher education and the international dimension brings the popular term of internationalization into the higher education.

Munar (2007) examined the impact of the Bologna Process on tourism education and concluded that globalization of higher education in Europe is positively affected by the process. Regions like Eastern Europe, the Middle East, and India, China, and Brazil also witness a rapid growth that creates the need for internationally experienced hospitality and tourism graduates to fill the needs of that multicultural and global society.

Waters (2009) also states internationalization of education includes partnerships among universities or agreements among institutions in different countries.

Ayoun (2010) stated that as an ongoing process, internationalization includes international, global, and intercultural dimensions, and international networks as aspects of internationalization.

Zhanget al.(2010) in their quantitative study, examined the internationalization of hospitality and tourism education in China and stated that in order to improve the internationalization of the education, various aspects such as exchange of tourism talents and collaboration in terms of teaching and research should be improved, as well as exchange programs in general. The authors emphasized the importance of

international student numbers in order to analyze the internationalization of higher education.

Yavaş, Demirand Polat (2011) stated that exposure to different cultures and different styles of education is one purpose of the Erasmus program, and it can be concluded that the change in students' expectations is inevitable at the end of the program.

Goodman and Berdan (2013) stated that study abroad should not be considered as a separated activity from education. The authors stated that study abroad should be integrated into the curriculum and assist in internationalizing student learning.

Ozdem (2013) stated, comparing home and host universities and making suggestions to apply good examples learned abroad to their home university are notable impacts on students as they have the chance to compare different aspects of their education and daily life.

Stilianos *et al.* (2013) stated that, because of the Erasmus program, students can gain experience in different educational systems and be involved in other learning processes.

2.4.21. Awards/recognition received

According to Gerber *et al.* (1998), recognition refers to the respect an employee enjoys among colleagues in the organization, which is the result of the status value of the job. It also refers to the recognition an organization can afford on employee for good performance.

Recognition may be provided in many forms such as verbal or written, praise, pay increases and bonuses. When managers use recognition and rewards to encourage desired behaviours in their organization, they keep good employees in their organization. The management can use the following rewards to recognize and promote good work, give positive feedback, increase in salary, autonomy, opportunity to participate in goal-setting and decision making as well as peer recognition by announcing achievements at staff meetings and using the organization's news letter to recognize achievements. The management can also give employees challenging assignments and seek interesting opportunities for them either within the unit or somewhere else within the organization.

In academic environments, employees are to be made aware that their seniors appreciate their efforts. If good work is recognized – either through giving positive feedback or announcement of good work at staff meetings, they experience a sense of satisfaction if their peers are aware of their achievements. Organizations that do not give back positive feedback and do not involve employees in decisions regarding their jobs, increase a sense of no satisfaction among employees.

Setty (2003) revealed that in most of the cases the training institutes or the organizations do not go in for a real methodological assessment of training needs. Depending on the operations in the organization and the level of the employees and

their functions, training need are assumed just like the kind of many for the breakfast, lunch or dinner. May be it is true, that some of the training needs are common and can be assumed. But it would be ideal at least to go in for regular assessing of training needs at certain intervals depending on the feedback received from the trained employees and the organizations. If training were to be serious input and investment towards human resource development it is to be accorded a significant place in the entire gamut of organization development.

Honoring and awarding employee performance and behaviour is an important part of HRD. Appropriate honors and award not only recognize and motivate employees, but also communicate the organizations values to the employees. In HRD system, innovations and use of capabilities are awarded in order to encourage the acquisition and application of positive attitude and skills. Typical awards include cash awards, certificates of appreciation/ commendation, newsletter announcements, pay rise, special privileges, *etc.* Awards may be given to individuals as well as to teams or departments (Pattanayak, 2004).

Pattanayak (2004) concluded that the basic assumption underlying HRD is that most people joining organization have inherent desires to continuously improve the quality of their lives to learn more and to be better performers in future. To meet these expectations, the organization needs to adopt positive practices and to bridge the possible gaps on a continuous basis. To get the best out of this process, in a non-threatening manner, the organization should be able to evolve a conducive, positive culture. This would certainly call for reorientation in approaches to HRM (Human Resource Management) and HRD (Human Resource Development) policies and practices. Further he said that over the years, organization the world over have increasingly become aware of the importance of human resources. This awareness in a sub-system is a critical dimension in the organizational effectiveness. The real life experiences substantiate the assumption that no matter how sophisticated and modern the business activities of the organization may become, it will be extremely difficult to sustain its growth and effectiveness unless the human resources are complementary to its operations. Also he pointed out that, motivation development is also an aim of HRD. Motivation means the desire to work or put in work effort. It is an involvement to the job and the commitment to the organization. Without motivation employees are not likely to give their best. HRD also promotes team building and collaborative climate. This requires building and enabling organizational culture in which employees take initiative, risks, experiment, innovate and make things happen.

Boggie (2005) indicated that lack of recognition and poor pay often contribute to a problem with employee retention.

Bratton and Gold (2007) indicated that, reward refers to all the financial, non-financial and psychological payments that an organization gives for its employees in exchange for the work they perform.

Gopika (2014) reported that high level of job satisfaction by Assistant Horticulture Officers was observed in respect of following aspects viz., supervision and guidance from Assistant Director of Horticulture and recognition given by the farmers followed by relations with superiors in the department.

Narayanan (2014) reported that teachers find good recognition, career, scope, a positive performance appraisal, and better service norms. There is not much difference between male and female teachers on the perception on teaching.

2.4.22. Number of graduate students guided

No reviews have been found.

2.5. Association between socio - economic characteristics of teachers/ development workers with their job perception, job performance and job satisfaction

2. 5. 1. Association between socio - economic characteristics of teachers/development workers with their job perception

Sex:

Name of the author (s) and year	Respondents	Relationship
Aimable (2011)	UAS, Bangalore Teachers	Positively significant

Age:

Name of the author (s) and year	Respondents	Relationship
Balasubramanian and Perumal (1991)	Extension personnel	Non-signifiant
Meti (1992)	Agricultural Assistants	Non-significant
Nagnur (1992)	Anganawadi workers	Non-significant
Meti (1992)	Agricultural Assistants	Non-significant
Patil (1994)	Extension personnel	Non-significant
Sontakki (1996)	Assistant Director of Fisheries	Non-significant
Babykumari <i>et al.</i> (1998)	Farm Scientists	Significant
Manjunath (2015)	Panchayath Development Officers	Positively significant

Education:

Name of the author (s) and year	Respondents	Relationship
Balasubramanian and Perumal (1991)	Fisheries Extension personnel	Positively significant
Meti (1992)	Agricultural Assistants	Non-significant
Nagnur (1992)	Anganawadi workers	Non-significant
Patil (1994)	Extension personnel	Non-significant
Sontakki (1996)	Assistant Director of Fisheries	Negatively significant
Babykumari <i>et al.</i> (1998)	Farm Scientists	Non-significant
Aimable (2011)	UAS, Bangalore Teachers	Positively significant
Manjunath (2015)	Panchayath Development Officers	Positively significant

Job experience:

Name of the author (s) and year	Respondents	Relationship
Srinath (1987)	Horticultural Officers and Assistant Directors	Non- significant
Halkatti (1991)	Agricultural Assistants	Non- significant
Meti (1992)	Agricultural Assistants	Non- significant
Patil (1994)	Farmers and Extension Personnel	Non- significant

Rural experience:

Name of the author (s) and year	Respondents	Relationship
Mulcahy (1996)	Educational Levels of Rural Adult Population	Positively significant

Perceived workload:

Name of the author (s) and year	Respondents	Relationship
Rajeev (1988)	Agricultural Scientists	Negatively significant
Meti (1992)	Agricultural Scientists	Negatively significant
Patil (1994)	Extension personnel	Positively significant
Sontakki (1996)	Assistant Director of Fisheries	Negatively significant

Achievement motivation:

Name of the author (s) and year	Respondents	Relationship
Shivalingegowda (1985)	Extension Guides	Non- significant
Mohan (1987)	Middle Level Management Personnel	Non- significant
Halkatti (1991)	Agricultural Assistants	Significant
Patil (1994)	Farmers and Extension Personnel	Significant
Sonkatti (1996)	Extension Personnel	Non- significant

Organizational climate:

Name of the author (s) and year	Respondents	Relationship
Aimable (2011)	UAS, Bangalore Teachers	Negatively significant

2.5.2. Association between socio - economic characteristics of teachers/ development workers with their job performance

Age:

Name of the author (s) and year	Respondents	Relationship
Reddy and Jayaramaiah (1990)	Village Extension Officers	Non-significant
Balasubramanian and Perumal (1991)	Extension personnel	Non significant
Halkatti (1991)	Agricultural Assistants	Non-significant
Thippeswamaiah (1991)	Subject Matter Specialists	Non-significant
Meti (1992)	Agricultural Assistants	Non significant
Nagnur (1992)	Extension personnel	Non significant
Reddy <i>et al.</i> (1992)	Agricultural Extension Officers	Negatively significant
Venkateshprasad and Hanumanthappa (1992)	Seed Farm Managers	Not associated
Patel <i>et al.</i> (1994)	Rural Agriculture Extension Officers	Significant
Prabhakar <i>et al.</i> (1998)	Horticultural Assistants	Non-signifiant
Dolly (2005)	Women Extension Officers.	Negatively significant
Manjunath (2015)	Panchayath Development Officers	Positively significant

Education:

Name of the author (s) and year	Respondents	Relationship
Sathapathy and Chowdary (1990)	Farm scientists	Significant and positive
Balasubramanian and Perumal (1991)	Extension personnel	Significant
Halkatti (1991)	Agricultural Assistants	Halkatti (1991) Agricultural Assistants Non-significant
Thippeswamaiah (1991)	Subject Matter Specialists	Non-significant
Meti (1992)	Anganawadi workers	Non significant
Nagnur (1992)	Extension personnel	Non significant
Reddy <i>et al.</i> (1992)	Agricultural Extension Officer	Non-significant
Venkateshprasad and Hanumanthappa (1992)	Seed Farm Managers	Non-associated
Patel <i>et al.</i> (1994)	Rural Agriculture Extension Officers	Significant
Sontakki (1995)	Assistant Agricultural Officers	Non -significant
Prabhakar <i>et al.</i> (1998)	Horticultural Assistants	Non -significant
Dolly (2005)	Women Extension Officers.	Non -significant
Manjunath (2015)	Panchayath Development Officers	positively significant

Annual income:

Name of the author (s) and year	Respondents	Relationship
Dolly (2005)	Women Extension Officers	Non-significant

Rural-Urban background:

Name of the author (s) and year	Respondents	Relationship
Gopika (2014)	Assistant Horticulture Officers	Negatively significant

Job experience:

Name of the author (s) and year	Respondents	Relationship
Rayappa Reddy and Jayaramaiah (1990)	Village Extension	Non- significant
Halkatti (1991)	Agricultural Assistants	Non- significant
Thippeswarmaiah (1991)	Subject Matter Specialists	Non- significant
Rath (1992)	Subject Matter Specialists	Non- significant
Ventakeshprasad and Hanumanthappa (1992)	Seed Farm Managers	Non- significant
Reddy <i>et al.</i> (1992)	Agricultural Extension Officers	Negatively significant
Patel <i>et al.</i> (1994)	Rural Agriculture Extension Officers	Significant
Prabhakar <i>et al.</i> (1998)	Horticultural Assistants	Non- significant

Mass media participation:

Name of the author (s) and year	Respondents	Relationship
Gopika (2015)	Assistant Horticulture Officers	Positively significant

Training undergone;

Name of the author (s) and year	Respondents	Relationship
Dolly (2005)	Women Extension Officers	Non- significant
Odinga (2010)	Staff Development Program	Positively- significant
Tanweer (2015)	Farm Facilitators	Significant

Perceived workload:

Name of the author (s) and year	Respondents	Relationship
Meti (1992)	Agricultural Assistant	Significant
Nagnur (1992)	Anganawadi workers	Significant
Patil (1994)	Extension personnel	Significant
Sontakki (1996)	Assistant Director of Fisheries	Significant
Bosco (2000)	Assistant Agricultural Officers	Significant
Nagananda (2005)	ADAs and AOs	Significant
Ilies <i>et al.</i> (2007)	Bank manager	Strongly significant
Hussain <i>et al.</i> (2011)	Bank employees	Positive and significant
Shah <i>et al.</i> (2011)	Private organisation employees and managers	Significant
Manjunath (2015)	Panchayath Development Officers	Non- significant

Number of publications published:

Name of the author (s) and year	Respondents	Relationship
Anand and Sohal (1981)	Scientists, Teachers and Extension workers	Positively- significant

Achievement motivation:

Name of the author (s) and year	Respondents	Relationship
Nagireddy (1990)	Agricultural Officers	Significant
Halkatti (1991)	Agricultural Assistants	Significant
Thippeswamaiah (1991)	Subject Matter specialist	Significant
Rath (1992)	Subject Matter specialist	Significant
Prabhakar <i>et al.</i> (1998)	Horticultural Assistants	Non-significant
Dolly (2005)	Women Extension Officers	Non-significant
Gopika (2014)	Assistant Horticulture Officers	Positively significant

Aspiration:

Name of the author (s) and year	Respondents	Relationship
Shailaja (1990)	Farm Women	Non- significant

Scientific orientation:

Name of the author (s) and year	Respondents	Relationship
Tanweer (2015)	Farm Facilitators	Significant

Organizational climate:

Name of the author (s) and year	Respondents	Relationship
Rayappa Reddy and Jayaramaiah (1990)	Village Extension Officers	Significant
Thippeswamaiah (1991)	Subject Matter Specialists	Non- significant
Meti (1992)	Agricultural Assistants	Significant
Rath (1992)	Subject Matter Specialists	Non- significant
Prabhakar <i>et al.</i> (1998)	Horticultural Assistants	Non-significant

2.5.3. Association between socio - economic characteristics of teachers/development workers with their job satisfaction

Sex:

Name of the author (s) and year	Respondents	Relationship
Rita George, Sudha (1985)	Male and female teachers	Non- significant
Mehboob, <i>et al.</i> (2012)	Faculty members	Negatively significant

Age:

Name of the author (s) and year	Respondents	Relationship
Chhabra (1979)	Scientific workers	Significant
Munshi (2010)	Management Teachers	Positively significant

Annual income:

Name of the author (s) and year	Respondents	Relationship
Chhabra (1979)	Scientific workers	Significant
Vinod Kumar (1984)	Village Extension Workers	Significant
Alka <i>et al.</i> (1994)	Women Entrepreneurs	Negatively significant
Shankara Rao and Sudharshana Rao (1998)	Village Extension Officers	Non-significant
Munshi (2010)	Management Teachers	Non-significant

Rural-Urban background:

Name of the author (s) and year	Respondents	Relationship
Gopika (2014)	Assistant Horticulture Officers	Negativelysignificant

Job experience:

Name of the author (s) and year	Respondents	Relationship
Munshi (2010)	Management Teachers	Positively significant
Lindholm (1997)	School Teachers	Significant

Mass media participation:

Name of the author (s) and year	Respondents	Relationship
Gopika (2014)	Assistant Horticulture Officers	Positively significant

Perceived workload:

Name of the author (s) and year	Respondents	Relationship
Mary (2010)	Secondary School Teachers	Significant

Aspiration:

Name of the author (s) and year	Respondents	Relationship
Mary (2010)	Secondary School Teachers	Significant

Competition orientation:

Name of the author (s) and year	Respondents	Relationship
Parvin <i>et al.</i> (2011)	Pharmaceutical Sector Employee	Significant

Organizational climate:

Name of the author (s) and year	Respondents	Relationship
Srivastava (1983)	University Teachers	Non- significant
Manimegalon (1990)	Assistant Director of Agriculture	Significant
Castro and Martin (2010)	Employees of South African Information and Technology Organization	Significant
Ram and Choudhury (2010)	Academic Libraries of Delhi	Positively significant
Veldman <i>et al.</i> (2013)	Teachers and Students	Positively significant
Belias and Koustelios (2014)	Community Leaders	Negatively significant

Awards/recognition received:

Name of the author (s) and year	Respondents	Relationship
Anand and Sohal (1981)	Scientists, Teachers and Extension workers	Positively Significant

Job satisfaction and Job performance

Ahmad *et al.* (2010) examined the interdependency between job satisfaction and job performance among 310 employees (includes both workers and managers) of 15 advertising agencies of Islamabad, Pakistan. Performance was measured based on employees' quality of work, productivity and also problem solving skills. Results indicated a very weak relation between job satisfaction and performance and there was no significant relation between job satisfaction and performance.

Berghe and Hyung (2011) explored the job satisfaction-job performance link and determined the impact of job satisfaction on job performance of respondents. These respondents were employed by company X (an international company in the service industry) and they were from the three largest offices of company X which operated at Finland (58 respondents), Sweden (25 respondents) and Denmark (12 respondents). The result of the study showed that there was a modest to weak correlation between job satisfaction and job performance and the causal direction was not found.

Hussin (2011) studied the relationship between job satisfaction and the job performance among employees from Trade winds Group of Companies in Klang Valley. Job satisfaction of the employees was assessed in five dimensions namely pay, promotion, work itself, supervision and co-workers. The analyzed data discovered that a positive correlation occurred between the dimensions of job satisfaction such as promotion, work itself, supervision and co-workers with job performance and only one of the job satisfaction dimensions-pay-was excluded from this result. It was important to note that there was a significant difference between position and job performance. Lastly, the study gave support to show that job satisfaction dimensions (pay, promotion, work itself, supervision and co-workers) lead to the contribution of 17.80 % in increasing the job performance in the organization. It is also found that there is a significant association between the job satisfaction and job performance of the employees ($r = 0.370$).

2.6. Problems and suggestion of teachers

2.6.1. Problems of teachers

Hoffman (1985) reported that the inadequacy of staff and or physical resources: lecture hall, laboratory facilities, farm facilities, equipments, literature, student dormitories and staff housing were the most significant constraints in the Agricultural Universities.

Deepti and Rao (1991) reported that the poor quality of education in Gujarat was due to administration (bureaucracy rules), poor aspiration of students, lack of faculty orientation, lack of government support, students profile, large number of students per class, influence of antisocial elements, evaluation system, inadequate use of educational aids, A. V. aids, surrounding environment and job security for faculty.

Kumari (1995) conducted a study in Kerala to analyze the constraints experienced by students and teachers of vocational higher secondary education in agriculture. The results revealed that low pupil standards, lack of library, accommodation and laboratory facilities as most important constraints.

Vishwanathan (1998) reported that the constraints a teacher faced in conducting practical classes include: (1) variation in fixing practical credit hours, (2) non availability of funds to obtain chemicals, (3) lack of infrastructural facilities for conducting practicals, (4) unwieldy student-teacher ratio, (5) lack of supervision of staff and (6) poor servicing of instruments in laboratories.

Naika (1999) reported that the major constraints faced by teachers were related to teaching, students' management, higher training, promotional opportunity, administration, personal and other constraints.

Venkataraman (1999) reported that the quality of staff in state Agricultural Universities (UAS) suffered primarily due to (1) inbreeding of staff (2) lack of focus on teaching, and (3) lack of pedagogic training. Further, the staff of State Agricultural Universities may have academic distinction in their subjects but not in pedagogy. Therefore, it is essential to provide training in pedagogical methods to the teachers.

Bosco (2000) revealed that non-availability of vehicles (28.12 %), lack of co-operation and interest from farmers (2.12 %), political interference (21.87 %), interest of farmers in physical inputs rather than technology (21.87 %), lack of interest in adoption of technology (15.62 %), lack of freedom for decision making (12.50 %) as major problems expressed by the Assistant Agricultural Officers while performing their duties.

Madhusudhanarao (2000) found that more number of Agricultural Assistants (60.00 %) were facing the demand for free beneficiaries and subsidies by farmers, followed by illiteracy of farmers (43.33 %) and inadequate kits and input supply (41.66 %). A considerable number of Agricultural Assistants (31.66 %) expressed that farmers demand immediate results for their advice, less encouragement and poor promotion policies, difficulty of gathering farmers for meetings (30.00 %).

Kiran (2004) reported that the constraints faced by the teachers are books and journals not sufficient in the library, improper internet facility, inadequate computers facility, lack of interaction between co-teachers, lack of training and seminars to update subject matter, no field visit to acquire practical knowledge, non-availability of proper facilities to use different teaching methods, non availability of different teaching aids, heavy work load and frequent examinations.

Nagananda (2005) in his study on organizational climate perception of Assistant Directors of Agriculture and Agriculture Officers of KSDA, revealed that inadequate conveyance facilities, lack of promotional opportunities and political interference in implementing programmes, lack of recognition for good workers, discrimination between different cadres of officers as important problems expressed by both officers in the departments. Further, three fourth of Agriculture Officers had expressed the problem of inadequate field functionaries to carry out extension work.

Sandic (2006) reported that major constraints expressed by the Veterinary Officers were inadequate training (85.71 %), inadequate facilities such as chemicals, medicines and other facilities (85.71 %). Further, Veterinary Officers had indicated that lack of reward, recognition and appreciation for special achievements (71.42 %), relatively low salary increment and salary (62.85 %) and lack of appropriate promotion scheme (57.14 %) as other major constraints.

Ravikanth (2007) reported that the major constraints faced by teachers on the use of educational technology were non availability of teaching aids, scarcity of funds, and non utilization of teaching aids.

Sawant and Nikam (2007) in a study on constraints experienced by the Veterinarians found that 'non-availability of needed literature in the library (60.00 %) was the major constraint faced by the veterinarians followed by non-availability of location specific technology (50.00 %), lack of time (41.67 %) and lack of opportunities to interact with the experts in concerned field (35.00 %).

Subhas *et al.* (2009) in a study on constraints faced by functionaries in watershed management. they conducted that major constraints faced by the watershed functionaries (watershed President, Chairman, Secretary and volunteers and watershed committee members) were insufficient honorarium to the watershed

secretary and volunteers, lack of follow up action of training programme, difficulty in getting contribution for common works and difficulty in maintaining plantations in common lands. Most of the secretaries/ volunteers were of the opinion that it was worthless to spend whole day for these meager salary. Moreover, they found it difficult to move from one place to another without any conveyance when the watershed works were going on in different places simultaneously.

Aimable (2011) indicated that the major constraints expressed by teachers while performing their job were: (i) lack of advanced training, (ii) lack of transport facility for organizing outdoor learning situation (iii) lack of adequate supporting staff (iv) lack of opportunity for upgrading knowledge, (v) lack of appropriate laboratory facilities.

Nisha and Sudeepkumar (2011) in their study on constraints faced by the veterinary teaching faculty identified too much administrative procedures (76.00 %), inadequate manpower availability (74.00 %), inadequate budget (73.00 %), lack of training (69.00 %), lack of administrative and secretarial assistance in the department (56.00 %), lack of laboratory facilities (56.00 %) and job being not challenging (55.00 %) as the major constraints in performing their job as teacher.

Nwalieji *et al.* (2013) studied constraints in local government performance and agricultural development in Anambra State, Nigeria and found that poor staff remuneration and allowances, poor extension services coverage, marginalization of agricultural departments, corruption and corrupt practices among managements and staff, poor and shortage of skilled manpower/ extension personnel, poor funding of agricultural developmental activities both in quantum and release pattern were inhibiting role performance of local governance in Anambra state of Nigeria.

Goldi (2014) reported that regular power cut hampering the use of audio-visual aids in classrooms was the constraint faced by the majority of the teachers.

Manjunath (2015) reported that lack of co-operation by co-workers, recognition or appreciation for good work, lack of promotion scheme and lack of time to implement the programme were constraints in job performance by Panchayath Development Officers.

Pandey and Solanki (2015) in their study highlighted that the constraints faced by ATIC scientists while working in the centre. Majority (79.31 %) expressed lack of transportation facility which delays in timely procurement of inputs from different research stations. Similarly, non-availability of diagnostic lab facility in ATIC (75.86 %) and short supply of literature related to technology by the concerned units (72.41 %) were other important constraints that have affected the progress of the centre. No provision of remuneration and incentives for the scientists working and associated with ATIC was expressed by more than 60.00 per cent.

2.6.2 Suggestions of teachers

Veeraraghavareddy and Venkureddy (1990) from a study on village Extension workers in Guntur district of Andhra Pradesh revealed that more number of the respondents (54.00 %) had suggested to provide sufficient government quarters to stay at headquarters, provision of loans to purchase motor cycles (60.00 %), regular and frequent visits to improved research stations (46.00 %) and lastly 35.00 per cent opined that supply and service system to be under the direct control of extension personnel.

Singh and Roy (1991) in the study on problems in conducting monthly workshops of T and V system reported that provision of transport facilities was the most important suggestion followed by joint visits to the farmers fields, demonstration and practice of skills for effective lesson plans, adequate accommodation facilitates, funds to master trainers and recruitment of supporting staff.

Thippeswamaiah (1991) from the study on job performance and job satisfaction of SMS working in NAEP, revealed that a majority (57.00 %) of the SMS suggested separate vehicle and grants should be provided to SMS followed by provision of more allowances and early settlements of the bills (31.00 %), proper accommodations for SMS in the office and adequate stationary (100.00 %), other activities should not be entrusted to Assistant Agricultural Officers and Agricultural Assistants other than T and V system work (25.00 %), timely arrangements should be exercised objectively (20.00 %), timely arrangements should be made for the purchase of inputs for trials and demonstrations (18.00 %).

Menasinahal (1992) revealed that a great majority (73.33 %) of the respondents had suggested to include varieties of crops should reach the farmers in time, subject like horticulture, sericulture *etc.* should be thought along with agriculture during SMS training (63.33 %), number of demonstrations should be increased (62.66 %) and the programmes should not be changed too frequently (58.00 %) followed by better housing facilities (56.66 %), no other input should be given as subsidy to farmers except technical input (47.34 %), subsidies should be provided in time (42.00 %), conducting SMS training once in a month/season (30.67 %), number of contact farmer should be reduced (25.35 %).

Ingle *et al.* (1993) reported that the teachers should be trained in advanced education technology (86.81 %), AV aids should be made available (61.90 %), class room should be well equipped (38.09 %), adequate funds (34.80 %), academic schedules be strictly adhered (23.80 %) and teachers should involve more in teaching and library work than non-academic work (23.74 %).

Sontakki (1996) in his study reported that the majority (72.50 %) of the respondents put forth the suggestion *viz.*, reorganization of KSDF in order to give more emphasis for extension work, followed by 65.00 and 61.25 per cent of them who suggested for separate office facility for ADF (II)s at Taluka level and provision of technical, clerical and supporting staff at Taluka level, respectively towards improving the organizational climate of KSDF. Equal percentage of respondents (58.75 % each) have given their suggestion as provision of infrastructural facilities like vehicle, laboratory, library and extension materials at Taluka level, give more

authority to ADF(II)s and timely promotion for ADF(II)s. As much as 56.25 per cent of the respondents have suggested for in-service/refresher training programmes for all the Taluka level ADF (II)s, while 52.50 per cent of them suggested for appointment of Agricultural Assistants to work at village level under ADF (II)s. Half of the respondents (51.25 %) offered their suggestion as to intensify extension activities, while ADF(II)s should be made responsible for extension work only was the suggestion offered by 43.75 per cent of respondents. Encouraging the use of mass media and interactions among Taluka level (ADF(II)s by organizing state level workshop/conference at least once in three months were the other important suggestions made by 36.25 and 20.00 per cent of the respondents, respectively.

Madhusudhana (2000) in his study revealed that, as many as 60.00 per cent of Agricultural Assistants suggested for adequate input supply and 51.66 per cent of Agricultural Assistants expressed that farmers should be motivated to take more interest in agricultural innovations by ensuring support price, crop insurance and adequate supply of quality inputs. Further, conducting more literacy campaigns (43.63 %), making organization system more encouraging to work (33.33%), updating technical knowledge (26.66 %) and more powers should be given to Agricultural Assistants (23.33 %) were the other suggestions expressed by the respondents.

Jyothi (2006) revealed that, cent per cent of the respondents in university KVKs and NGO managed KVKs expressed that all the staffs of the KVK should be involved in decision making in day to day activities for effective implementation of different programmes and as well their suggestions should be considered, whereas cent per cent and 80.00 per cent of the respondents of NGO KVKs and university KVKs expressed that present system is ok.

Goldi (2014) reported that majority of the teachers suggested for designing of a curriculum which can adequately train the students to meet the challenges of this highly competitive world. They emphasized on reducing the undergraduate class size and increasing the area of undergraduate lecture hall so that individual attention could be given to each student. They also suggested the need to provide proper guidance and counseling of newly enrolled students and making the classroom hours more interactive and involving.

2.7. Hypotheses of the study

Literature reviewed on the past studies have conclusively demonstrated that job perception, job satisfaction and job performance of teachers as a multivariate phenomenon explained by wide array of personal, socio-economic, psychological and communication variables. The dependent variables also varied from situation to situation among teachers. Hence, scientific approach to study such of those variables which influence the job perception, job satisfaction and job performance of teachers in agricultural universities under this study was felt necessary. By reviewing above studies the following hypotheses were framed for the present study.

H₀(1): There is no variation in the Job perception of Teachers of SAUs.

H₀ (2): There is no variation in the Job performance of Teachers of SAUs

H0 (3): There is no variation in the Job satisfaction of Teachers of SAUs.

H0 (4): There is no relationship between socio-economic characteristics and Job perception, Job performance and Job satisfaction of Teachers of SAUs.

2.8. Conceptual Model of the study

Conceptually the variables under study are presented in Fig.1. It is conceived that the dependent variables job perception, job performance and job satisfaction are influenced by the independent variables age, education, sex, family size, annual income, rural urban background, job experience, rural experience, mass media participation, training undergone, perceived workload, number of publication, achievement motivation, aspiration, competition orientation, scientific orientation, organizational climate, attitude towards organization, participation in seminars/conferences, abroad exposure/country visited and number of student guided.

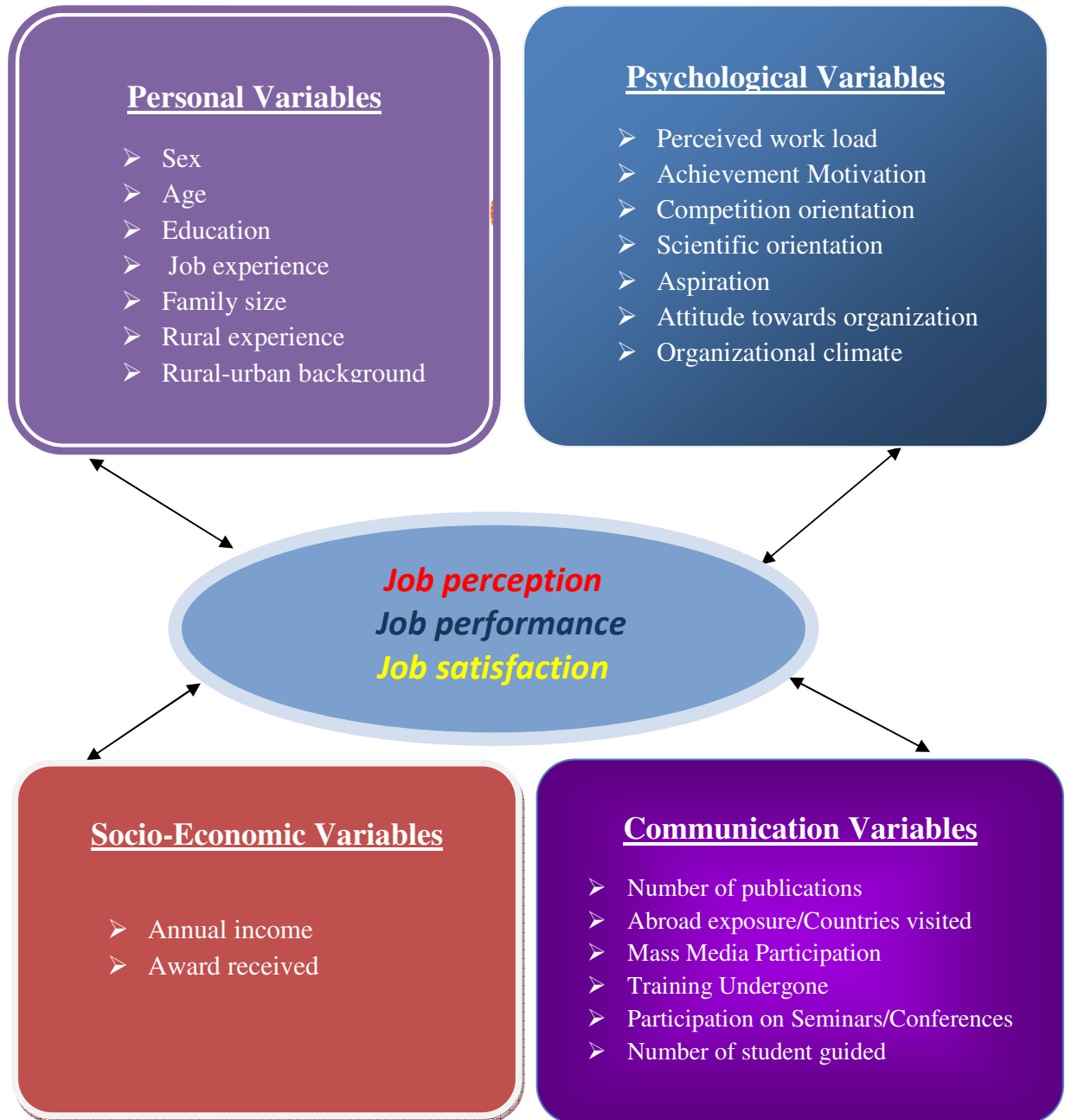


Fig. 1: Conceptual Model of the study

III METHODOLOGY

The chapter deals with a general description of methods and procedures adopted in conducting the present investigation. The methodology followed in selection of the sample and quantification of selected variables is furnished in this chapter under the following subheadings:

- 3. 1 Locale of the study
- 3. 2 Research design
- 3. 3 Selection of sample
- 3. 4 Selection of variables
- 3. 5 Operationalization and measurement of variables
- 3. 6 Techniques used in data collection
- 3. 7 Statistical tools used in the study

3. 1. Locale of the study

The study was conducted during 2014-2015 at two universities one at the University of Agricultural Sciences (UAS), Bangalore with three campuses viz; Agricultural College, GKVK, Agricultural College, Hassan and Sericulture College, Chintamani and second at the University of Agricultural Sciences (UAS), Dharwad with three campuses viz, Agricultural College, Dharwad, Forestry College, Sirsi and Agricultural College, Hanumanamatti. A brief description of the two Farm Universities viz., UAS, Bangalore and UAS, Dharwad is described hereunder:

3.1.1. UAS, Bangalore

The University of Agricultural Sciences, Bangalore UAS (B) came into existence on 1st October 1965 catering the needs of the farmers of ten Southern Districts of Karnataka covering a geographical area of 50,54,192 ha. Teaching, Research and Extension are the three mandated activities of the University. It is having four teaching campuses viz., Agricultural College, GKVK, Agricultural College, Hassan, Agricultural College, Mandya and Sericulture College, Chintamani, 13 Research Stations and 15 Extension Centres. The UAS (B) is offering Undergraduate programme in 6 disciplines, Master degree programme in 21 disciplines, Doctoral degree programme in 14 disciplines and MBA in Agri-Business Management, besides offering nine Diploma/certificate courses. The University is following semester system of education for all the courses. UAS (B) has received several awards including the prestigious Sardar Patel Award for the Best ICAR Institution during the years 2002 and 2012.

The UAS is adopting the IV Deans Committee recommendations for course curricula including the Rural Agricultural Work Experience (RAWEx) and Experiential Learning Programme for undergraduate degree programmes. The University offers six UG degree programmes viz., B. Sc. (Agri), B. Sc. (Sericulture),

B. Sc. (Agril. Marketing and Cooperation), B.Tech. (Agricultural Engineering), B. Sc. (Agri. Bio Technology) and B. Tech. (Food Science). Knowledge is imparted in these courses through highly qualified staff who follow a structured syllabus.

3.1.2 UAS, Dharwad

University of Agricultural Sciences, Dharwad UAS (D) was established on October 1, 1986 to cater to the needs of farming community of northern Karnataka. The University has tri-fold functions of Teaching, Research and Extension in the field of agriculture and allied sciences. In its 28 years of dedicated service the University has earned the reputation of being a 'Farmers' University'. Jurisdiction of UAS, Dharwad extends to four agro-climatic zones, viz., Northern Dry Zone, Northern Transitional Zone, Hilly Zone and Coastal Zone of Karnataka which provides a niche for number of agricultural, horticultural and plantation crops, spices and condiments, medicinal and aromatic plants. University has released 179 varieties in different crops including cereals, oilseeds, pulses, commercial crops, fodder crops and horticultural and plantation crops.

There are five Colleges under the administrative control of UAS, Dharwad viz., Agricultural College, Dharwad, Agricultural College, Bijapur, Agricultural College, Hanumanamatti, Forestry College, Sirsi and Rural Home Science College, Dharwad. Undergraduate teaching is being carried out at four campuses viz., Dharwad, Bijapur, Hanumanamatti and Sirsi in five degree programmes viz., B. Sc. (Agri.), B. Sc. (Agril. Marketing and Cooperation), B. Sc. (Forestry), B. H. Sc. and B. Sc. (Food Technology). The Post graduate teaching is being carried out at three campuses viz., Dharwad (M.Sc. & Ph.D. in Agriculture and Home Science), Bijapur (M. Sc. in Agriculture) and Sirsi (M.Sc. in Forestry). The Masters degree programme is being offered in 25 disciplines and Ph. D. in 18 disciplines. Two years Diploma (Agri.) course is being offered at six campuses viz., Dharwad, Bijapur, Jamakhandi, Nippani, Akki Alur and Kumta. The University follows Semester system of education is being followed for UG, PG and Diploma courses and it is also adopting the IV Deans Committee recommendations for course curricula including the Rural Agricultural Work Experience (RAWES) and Experiential Learning Programme for undergraduate degree programmes. The university has received several awards including the prestigious Sardar Patel outstanding ICAR Institution Award (2000).

3. 2. Research design

The research design followed in the present study was ex-post-facto design, since the phenomenon has already occurred.

According to Kerlinger (1964) ex-post-facto research is a systematic empirical inquiry in which the researcher does not have direct control over independent variables because their manifestation have already been occurred or because they are inherently not manipulable.

3. 3. Selection of sample

The respondents for this study were the teachers (Assistant Professor, Associate Professor and Professor) working in three constituent colleges of UAS, Bangalore and three constituent colleges of UAS, Dharwad. One hundred and eighty teachers from

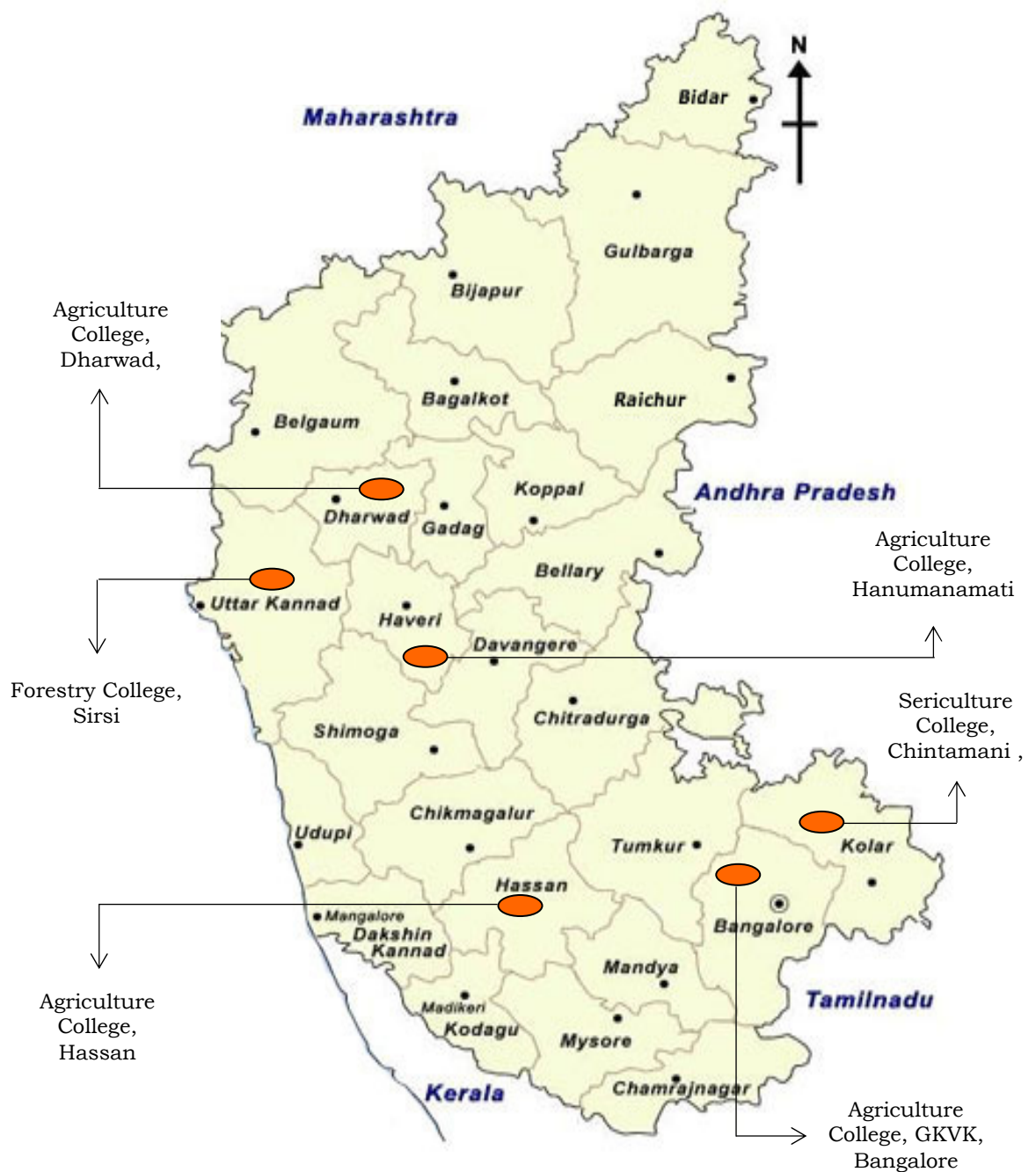
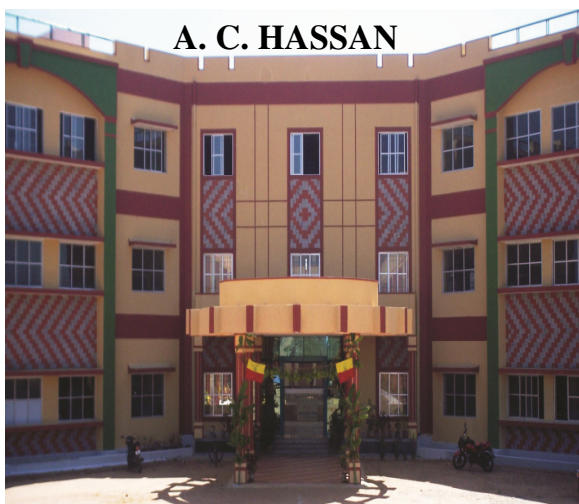


Fig. 2: Map showing the study area

A. C. GKVK



A. C. HASSAN



S. C. CHINTAMANI



Plate 1: UAS, Bangalore: Agricultural College, GKVK, Agricultural College, Hassan and Sericulture College, Chintamani

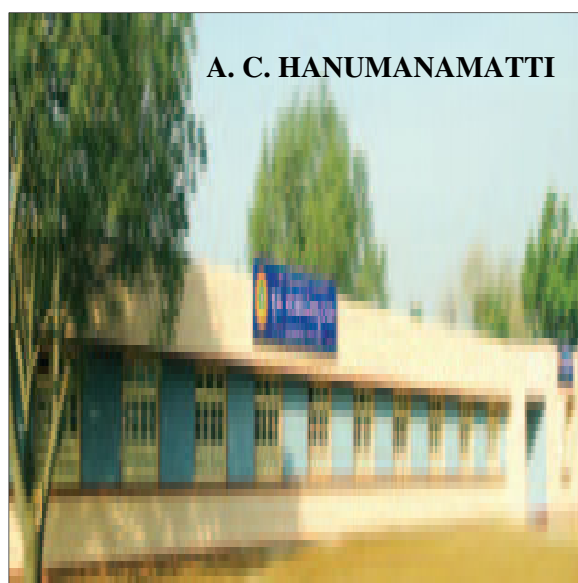


Plate 2: UAS, Dharwad: Agricultural College, Dharwad, Agricultural College, Hanumanamatti and Forestry College, Sirsi

six campuses formed the sample of the study. They were selected using proportionate random sampling. The number of teachers sampled for the study in the six campuses is as follows:

Table 1: Selection of Colleges and respondents for the study

Sl. No.	Colleges	Respondents			
		Professors	Associate Professors	Assistant Professors	Total
1.	<u>UAS, Bangalore</u>				
	Agricultural College, GKVK	23	22	10	55
	Agricultural College, Hassan	3	7	10	20
3.	Sericulture College, Chintamani	4	1	10	15
Sub Total		30	30	30	90
1.	<u>UAS, Dharwad</u>				
	Agricultural College, Dharwad	20	19	13	52
	Agricultural College, Hanumanamatti	4	6	5	15
3.	Forestry College, Sirsi	6	5	12	23
Sub Total		30	30	30	90
Grand Total		60	60	60	180

3. 4. SELECTION OF VARIABLES

3. 4. 1. Dependent variables

Job perception, Job performance and Job satisfaction of teachers working in Agricultural universities, were considered as dependent variables based on the objectives set forth for the study.

3. 4. 2. Independent variables

The following independent variables were selected for the study viz, sex, age, education, family size, annual income, rural-urban background, job experience, rural experience, mass media participation, training undergone, perceived work load, number of publication, achievement motivation, aspiration, competition orientation, scientific orientation, organizational climate, attitude towards organization, participation in seminars/conferences, abroad exposure/country visited, awards/recognition received, and number of students guided. Their empirical measurement is given below.

Table 2: Variables of the study and their empirical measurement

Sl. No	Variables	Empirical measurement
I. <u>Dependent variables</u>		
1	Job perception	Scale developed and standardized for the study
2	Job performance	Scale developed by Sundaraswamy (1987) with suitable modification and used for the study.
3	Job satisfaction	Scale developed and standardized for the study
II. <u>Independent variables</u>		
(a) Personal variables:		
1	Sex	Procedure followed by Aimable (2011)
2	Age	Chronological age of the respondents.
3	Education	Procedure followed by Sundaraswamy (1987)
4	Family size	Schedule developed
5	Job experience	Schedule developed
6	Rural experience	Schedule developed
7	Rural-urban background	Scale developed by Hosur (1977)
(b) Psychological Variables		
8	Perceived work load	scale developed by Kirmeyer and Dougherty (1988)
9	Achievement motivation	Scale developed by Reddy (1976)
10	Aspiration	Scale of Cantrill (1965)
11	Competition orientation	Schedule developed
12	Scientific orientation	Scale developed by Supe (1969).
13	Organizational climate	Scale developed by Kolb <i>et. al.</i> , (1974)
14	Attitude towards organization	scale developed by Hafeez and Subbaraya (1974)
(c) Socio-Economic variables		
15	Annual income	Schedule developed
16	Awards/Recognition received	Schedule developed
(d) Communication Variables		
17	Training undergone	Schedule developed
18	Number of publications	Schedule developed
19	Mass media Participation	Procedure suggested by Trivedi (1963)
20	Participation in seminars/conferences	Schedule developed
21	Abroad exposure/country visited	Schedule developed
22	Number of Post Graduate students guided	Schedule developed

3. 5. OPERATIONALIZATION AND MEASUREMENT OF VARIABLES

3. 5. 1. Dependent Variables

3. 5. 1. 1. Operationalisation and Procedure Used in the Construction of scale for measuring Job perception of teachers (Dependent Variable) and its Measurement

An attempt has been made in the present investigation to develop a scale to measure the job perception of teachers working in State Agricultural Universities. In the present investigation Job perception is operationally defined as a person's indication of what he feels important to do with reference to any idea or statement presented to him about his job. The method of Summated Rating suggested by Likert (1932) and Edwards (1969) were followed in the construction of perception scale. This method was followed through six stages *viz.*, identification of dimensions, collection of items/statements, relevancy test, item analysis, reliability and validity.

3. 5. 1. 1. 1. Identification of Dimensions

Teaching is the only dimension related to job perception of teachers in this investigation which is identified based on review of literature and discussion with the experts in the field of extension education.

3. 5. 1. 1. 2. Collection and editing of Items / Statements

A list of 82 statements reflecting the perception of teachers towards their job was prepared using the job chart of teachers developed by State Agricultural Universities. The items/statements so identified were carefully edited in the light of 14 criteria suggested by Edwards (1969), and Thurstone and Chave (1929).

3. 5. 1. 1. 3. Relevancy Test

The selected 45 statements were so worded so as to express varying degrees of job perception of teachers working in State Agricultural Universities. These statements were then subjected to scrutiny by an expert panel of judges to determine their relevancy and subsequent screening of items for their inclusion in the final scale. A questionnaire consisting of all the items was posted with enclosed self addressed and stamped envelope also e-mailed and handed over to 120 judges comprising of Assistant Professors (those who had minimum of 3 years experience), Associate Professors, Professors, scientists, extension personnel of State Agricultural Universities, Deemed universities, National institutes such as NIRD and MANAGE and ICAR institutes with appropriate instructions to critically judge the items for their relevancy in measuring the perception of teachers towards their job. They were asked to check each of the statements carefully for being relevant or not relevant using five point continuum *viz.*, Most Relevant "(MR), "Relevant" (R), "Some What Relevant" (SWR), Less Relevant (LR) and Not Relevant" (NR) with scores of 5,4,3, 2, and 1, respectively. The judges were also requested to make necessary modifications and additions or deletion of statements, if they desire so. The relevancy score for each item was found out by adding the relevancy scores of the rating given by 60 judges, who replied in time. These were considered for further processing.

3. 5. 1. 1. 4. Selection of Items

The responses of the judges were tabulated and data were analyzed to work out Relevancy Percentage (RP), Relevancy Weightage (RW) and Mean Relevancy Score (MRS) for all the statements as follows.

i. Relevancy Percentage (RP)

It was obtained by the standard formula which is given below.

$$\text{Relevancy Percentage} = \frac{(\text{MR} \times 5) + (\text{R} \times 4) + (\text{SWR} \times 3) + (\text{LR} \times 2) + (\text{NR} \times 1)}{\text{Maximum Possible score}} \times 100$$

ii. Mean Relevancy Score (MRS)

The mean relevancy score was obtained by the following standard formula.

$$\text{Mean Relevancy Score} = \frac{(\text{MR} \times 5) + (\text{R} \times 4) + (\text{SWR} \times 3) + (\text{LR} \times 2) + (\text{NR} \times 1)}{\text{Number of Judges responded}}$$

Taking into consideration the overall values, the items having relevancy percentage of more than 72.00 per cent and mean relevancy score of more than 3.00 were considered for the inclusion in item analysis. Thus, 36 statements were retained out of 45 statements.

3. 5. 1. 1. 5. Item Analysis

Further, it was considered essential to delineate the items based on the extent to which they can differentiate the item by teachers as highly oriented from the one which is less oriented. For this purpose, item analysis was carried out on the items. The ratings for each response by the judges were utilized for the calculation of “t” values under each item. The response to each statement was considered as a rating score and the scores were summed up for all statements.

From the total score, the frequency distribution of scores was considered, which was based on the responses to all statements. Then, 25 per cent of the subjects with the highest total score and 25 per cent of the subjects with the lowest total score were taken, which provided the criterion groups to evaluate the individual statement. The critical ratio was calculated using the following formula.

$$t = \frac{\bar{X}_H - \bar{X}_L}{\sqrt{\left(\frac{\sum \bar{X}_H^2 - \frac{(\sum \bar{X}_H)^2}{n}}{n(n-1)}\right) \times \left(\frac{\sum \bar{X}_L^2 - \frac{(\sum \bar{X}_L)^2}{n}}{n(n-1)}\right)}}$$

Where,

$\bar{X}_H$ = Individual scores in the high group

$\bar{X}_L$ = Individual scores in the low group

n = Number of respondents

Based on the item analysis ('t' value), 11 statements were non-significant, while 12 statements were significant at five per cent and the remaining 13 statements were found significant at one per cent level. Twenty five items/statements which were statistically significant at five per cent and one percent level were retained in the scale to measure the perception of teachers towards their job.

3. 5. 1. 1. 6. Reliability of the scale

Reliability refers to the precision or accuracy of the measurement or score. A well made scientific instrument should yield accurate results both at present as well as over time (Ray and Mondal, 2011). The split-half method was employed to test the reliability of the perception scale. The value of correlation co-efficient was 0.8530 and this was further corrected by using Spearman Brown formula and obtained the reliability co-efficient of whole set. The 'r' value of the scale was 0.9207 which was higher than the standard of 0.70 indicating the high reliability of the scale. It was concluded that the perception scale constructed was reliable.

3. 5. 1. 1. 7. Validity of the scale

Validity of the test is the accuracy with which it measures that which is intended to measure. Construct validity was employed to measure the validity of the scale. The Validity co-efficient for the scale was 0.9595, which was also greater than the standard requirement of 0.70 indicating the higher validity of the developed scale. Hence, the scale is valid. Thus, the developed scale to measure perception of university teachers towards their job was feasible and appropriate.

3. 5. 1. 1. 8. Pre-testing

The developed scale was pre tested with 30 teachers working in the College of Horticulture, University of Horticultural Sciences Campus, Gandhi Krishi Vignana Kendra, Bangalore, in a non-sample area of the study to know the suitability of the scale as well as to observe the difficulties of test administration. There was no difficulty or inadequacy in the test administration as well as to observe and record the performance of the respondents. Further, the respondents were found to be enthusiastic to take the test.

3. 5. 1. 1. 9. Method of Scoring

Twenty five items/statements were administered to the respondents along with five point continuum representing 'very important', 'important', 'less important', 'least important' and 'not important' with assigned score of 5,4,3,2 and 1, respectively for positive statements and vice versa for negative statements. The perception score of a respondent were calculated by adding up the scores obtained by an individual on all items/statements. The perception score of this scale ranges from a minimum of 25 to a maximum of 125. Higher score on the scale indicates that the respondents have higher level of perception towards their job. The minimum and maximum scores obtained by teachers were 67 and 110, respectively. Based on the mean (93.33) and half standard deviation (13.90) the teachers were categorized into three perception categories viz., low, medium and high.

Sl. No.	Category	Score
1	Low (Mean - 1/2 SD)	Less than 86.38 score
2	Medium (Mean $\pm$ 1/2 SD)	Between 86.38– 100.28 score
3	High (Mean + 1/2 SD)	More than 100.28 score

3. 5. 1. 2. Job performance

In this study the job performance was operationalized as the degree to which the different job duties (activities) were performed by the respondent as the occupants of the post.

The job performance of teachers was measured by using the scale developed by Sundaraswamy (1987) with some modifications. The scale consists of 7 items on a three point continuum, namely, most efficient, efficient and least efficient with score of 3, 2, and 1, respectively. The minimum and maximum score one could get was 7 and 21, respectively.

The performance score of all the job items was summed up to get the individual scores and later categorized into low, medium and high levels based on mean (16.95) and half standard deviation (2.87).

Sl. No.	Category	Score
1	Low (Mean - 1/2 SD)	Less than 15.51 score
2	Medium (Mean $\pm$ 1/2 SD)	Between 15.51– 18.39 score
3	High (Mean + 1/2 SD)	More than 18.39 score

3. 5. 1. 3. Operationalisation and Procedure Used in the Construction of Job satisfaction of teachers (Dependent Variable) Scale and its Measurement

In the present study Job satisfaction or dissatisfaction is operationally defined as a result of various attitudes the person holds towards his job, job related factors and life in general. A scale to measure the job satisfaction of teachers working in State Agricultural Universities was developed using summated ratings method. This method suggested by Likert (1932) and Edwards (1969).

3. 5. 1. 3. 1. Identification of Dimensions

Teaching is the only dimension related to job satisfaction of teachers in this investigation which is identified based on review of literature and discussion with the experts in the field of extension education.

3. 5. 1. 3. 2. Collection and editing of Items / Statements

A list of 93 statements reflecting the satisfaction of teachers towards their job was prepared using the job chart and job description of teachers developed by State Agricultural Universities. The items/ statements so identified were carefully edited in the light of 14 criteria suggested by Edwards (1969), and Thurstone and Chave (1929).

3. 5. 1. 3. 3. Relevancy Test

Forty five statements were sent to 120 judges in State Agricultural Universities, Central Agricultural Universities, Indian Council of Agricultural Research institutions and Karnataka State Department of Agriculture with necessary instructions to critically evaluate each statement as to its relevancy to measure the satisfaction of university teachers towards their job and give their response on a five point continuum viz., Most relevant(MR), Relevant (R), Somewhat Relevant (SWR), Less Relevant (LR) and Not Relevant (NR) with the score of 5, 4, 3, 2 and 1, respectively. The judges were also requested to make necessary modifications and additions or deletion of statements, if they desire so. The relevancy score for each item was found out by adding the relevancy scores of the rating given by 60 judges, who replied in time. These were considered for further processing.

3. 5. 1. 3. 4. Selection of Items

The responses of the judges were tabulated and data were analyzed to work out Relevancy Percentage (RP), Relevancy Weightage (RW) and Mean Relevancy Score (MRS) for all the statements as follows.

i. Relevancy Percentage (RP)

It was obtained by the standard formula which is given below.

$$\begin{aligned} \text{Relevancy Percentage} \\ &= \frac{(\text{MR} \times 5) + (\text{R} \times 4) + (\text{SWR} \times 3) + (\text{LR} \times 2) + (\text{NR} \times 1)}{\text{Maximum Possible score}} \times 100 \end{aligned}$$

ii. Mean Relevancy Score (MRS)

The mean relevancy score was obtained by the following standard formula.

$$\begin{aligned} \text{Mean Relevancy Score} \\ &= \frac{(\text{MR} \times 5) + (\text{R} \times 4) + (\text{SWR} \times 3) + (\text{LR} \times 2) + (\text{NR} \times 1)}{\text{Number of Judges responded}} \end{aligned}$$

Taking into consideration the overall values, the items having relevancy percentage of more than 72.00 per cent and mean relevancy score of more than 3.00 were considered for the inclusion in item analysis. Thus, 32 statements were retained out of 45 statements.

3. 5. 1. 3. 5. Item Analysis

To delineate the items/statements based on the extent to which they differentiate the satisfaction items/statements about teacher's job as favorable or unfavorable, item analysis was carried out on the items/statements selected in the first stage. A schedule consisting of 32 items/statements was prepared and used for personally interviewing the satisfaction of university teachers on a five point continuum from non-sample area. For item analysis, the respondents were arranged in ascending order based on satisfaction scores. Twenty five per cent of the subjects with the highest total score and 25 per cent with the lowest total scores were selected. These two groups provided the criterion groups in terms of which item analysis was conducted and critical ratio was calculated by using the following formula:

$$t = \frac{\bar{X}_H - \bar{X}_L}{\sqrt{\left(\frac{\sum \bar{X}_H^2 - \frac{(\sum \bar{X}_H)^2}{n}}{n(n-1)}\right) \times \left(\frac{\sum \bar{X}_L^2 - \frac{(\sum \bar{X}_L)^2}{n}}{n(n-1)}\right)}}$$

Where,

$\bar{X}_H$ = Individual scores in the high group

$\bar{X}_L$ = Individual scores in the low group

n = Number of respondents

Based on the item analysis ('t' value), seven statements were non-significant, while three statements were found significant at five per cent and the remaining 22 statements were found significant at one per cent level. Twenty five items/statements which were statistically significant at five per cent and one percent level were retained in the scale to measure satisfaction of teachers towards their job.

3. 5. 1. 3. 6. Reliability of the scale

Reliability refers to the precision or accuracy of the measurement or score. A well made scientific instrument should yield accurate results both at present as well as over time (Ray and Mondal, 2011). The split-half method was employed to test the reliability of the perception scale. The value of correlation co-efficient was 0.8840 and this was further corrected by using Spearman Brown formula and obtained the reliability co-efficient of whole set. The 'r' value of the scale was 0.9384 which was higher than the standard of 0.70 indicating the high reliability of the scale. It was concluded that the perception scale constructed was reliable.

3. 5. 1. 3. 7. Validity of the scale

Validity of the test is the accuracy with which it measures that which is intended to measure. Construct validity was employed to measure the validity of the scale. The Validity co-efficient for the scale was 0.9687, which was also greater than the standard requirement of 0.70 indicating the higher validity of the developed scale. Hence, the scale is valid. Thus, the developed scale to measure perception of university teachers towards their job was feasible and appropriate.

3. 5. 1. 3. 8. Pre-testing

The developed scale was pre tested with 30 teachers working in the College of Horticulture, University of Horticultural Sciences Campus, Gandhi Krishi Vignana Kendra, Bangalore, in a non-sample area of the study to know the suitability of the scale as well as to observe the difficulties of test administration. There was no difficulty or inadequacy in the test administration as well as to observe and record the performance of the respondents. Further, the respondents were found to be enthusiastic to take the test.

3. 5. 1. 3. 9. Method of scoring

Twenty five items/statements were administered to the respondents along with five point continuum representing 'very important', 'important', 'less important', 'least important' and 'not important' with assigned score of 5,4,3,2 and 1, respectively for positive statements and vice versa for negative statements. The satisfaction score of a respondent were calculated by adding up the scores obtained by an individual on all items/statements. The satisfaction score of this scale ranges from a minimum of 25 to a maximum of 125. Higher score on the scale indicates that the respondents have higher level of satisfaction towards their job. The minimum and maximum scores obtained by teachers were 68 and 108, respectively. Based on the mean (92.66) and half standard deviation (13.23) the teachers were categorized into three perception categories viz., low, medium and high.

Sl. No.	category	Score
1	Low (Mean - 1/2 SD)	Less than 86.04 score
2	Medium (Mean $\pm$ 1/2 SD)	Between 86.04– 99.27 score
3	High (Mean + 1/2 SD)	More than 99.27 score

3. 5. 2. Independent variables

3. 5. 2. 1. Sex

The variable is measured by categorizing the respondents into male and female. The procedure followed by Aimable (2011) is used for the study. Score one for male and score two for female respondents were assigned as mentioned below.

Category	Score
Male	1
Female	2

3. 5. 2. 2. Age

The number of years completed by the respondent at the time of enquiry was considered as his/her age for the study. A score of one was given to each year and the

scores of the individuals thus obtained were used for the purpose of statistical analysis. Further, the teachers were classified into three groups as young, middle and old using mean(47.22) and half standard deviation (8.45) as a measure of check.

Category	Criteria	Score (years)
Young	< (Mean - $\frac{1}{2}$ SD)	< 43
Middle	Between (Mean $\pm$ $\frac{1}{2}$ SD)	44-51
Old	> (Mean + $\frac{1}{2}$ SD)	> 51

3. 5. 2. 3. Education

Education level of teachers was operationalized as the extent of formal education individual possessed in terms of degree. It was measured by categorizing respondents into Master degree, Doctoral degree, and Post-Doctoral. The procedure used by Sundaraswamy (1987) was used to quantify this variable with modifications. The procedure as detailed below.

Category	Score
Master degree	1
Doctoral degree	2
Post Doctoral	3

3. 5. 2. 4. Family size

Family size refers to the number of members (male and female) living in a teacher's family. Measurement and scoring was done using the number of members in a family as criteria and the respondents were grouped into following categories:

Category	Score
Small (1-3 members)	1
Medium(4-6 members)	2
Large (7 members and above)	3

3. 5. 2. 5. Annual income

Annual income of the teacher's family was worked out by taking into account of the income from main occupation as well as from subsidiary during the previous year. The respondents were categorized into three groups based on mean (12,40,133.00) and half standard deviation (Rs.2641813.50).

Category	Criteria	Income
Low	< (Mean – ½ SD)	< Rs.975952
Medium	Between (Mean ± ½ SD)	Rs. 975953 to Rs. 1504314
High	> (Mean + ½ SD)	> Rs. 1504314

3. 5. 2. 6. Rural- urban background

Rural-urban background was measured by using the scale developed by Hosur (1977) with suitable modifications. Information about rural-urban background was obtained for various aspects like family background, father's occupation, native places, place where respondent has completed his formal education. The following scoring procedure was adopted for measuring rural-urban background of teachers:

Items	Score
(a) <u>Father's occupation</u>	
(i) Farming	2
(ii) Non-farming	1
(b) <u>Native place of respondent</u>	
(i) Village	3
(ii) Town	2
(iii) City	1
(c) <u>Place of completing primary education</u>	
(i) Village	3
(ii) Town	2
(iii) City	1

(d) Place of completing secondary education

- (i) Village 3
- (ii) Town 2
- (iii) City 1

(e) Place of completing Under Graduation

- (i) Taluk 3
- (ii) District 2
- (iii) State capital 1

(f) Place of completing Post Graduation

- (i) Taluk 3
- (ii) District 2
- (iii) State capital 1

(g) Present place of residence

- (i) Village 3
- (ii) Town 2
- (iii) City 1

The total score for rural-urban background was arrived at by summing up the scores obtained by the respondents then they were grouped into three categories taking mean (12.41) and the standard deviation (2.85).

Rural- urban background	Criterion score
Less (Mean - SD)	Below 11
Medium (Mean $\pm$ SD)	Between 12 and 13
More (Mean + SD)	Above 13

3. 5. 2. 7. Job experience

The number of years completed in the present position was considered. A score of one was given for each year completed and further the teachers were grouped into three categories based on mean (18.65) and half standard deviation (10.18).

Category	Criteria	service
Low	< (Mean - ½ SD)	Below 14 years
Moderate	between (Mean ± ½ SD)	Between 15 and 23 years
High	> (Mean + ½ SD)	Above 23 years

3. 5. 2. 8. Rural experience

Experience in the rural areas is referred to the years of experience put in by an individual teacher in teaching activities. A score of one was given for each year completed and further the teachers were grouped into three categories based on mean (10.46) and half standard deviation (9.62).

Category	Criteria	service
Less	< (Mean - ½ SD)	Below 6 years
Moderate	between (Mean ± ½ SD)	Between 7 and 15 years
More	> (Mean + ½ SD)	Above 15 years

3. 5. 2. 9. Mass media participation

It was operationalized as the extent to which the respondents exposed themselves to radio, television, print and other mass media communication. This variable was measured using the procedure suggested by Trivedi (1963) with suitable modifications. The response categories viz., 'regularly', 'occasionally' and 'never' were given the scores of 2, 1 and 0, respectively. The scores obtained by respondents on all the above items were summed up to obtain the mass media participation score. The respondents were grouped into three categories based on Mean (7.18) and half standard deviation (1.83) of obtained scores.

Category	Criteria	Score
Low	< (Mean - ½ SD)	Below 6
Medium	between (Mean ± ½ SD)	7 to 8
High	> (Mean + ½ SD)	Above 8

3. 5. 2. 10. Training undergone

It is the acquisition of knowledge and skills by the teachers which is characterized by in service training. The teachers were classified into five categories as mentioned below based on the duration of training received.

Category	Score
Received training for a duration of less than 10 days	1
Received training for a duration of 11- 30 days	2
Received training for a duration of 1— 3 months	3
Received training for a duration of more than 3 months	4
No training	0

Finally a composite score was obtained by summing the score for each item category. Later the respondents were categorized into three groups as low, medium, and high educational levels based on mean (1.70) and half standard deviation (1.18).

Category	Criteria	Score
Low	$< (\text{Mean} - \frac{1}{2} \text{SD})$	< 1
Medium	Between $(\text{Mean} \pm \frac{1}{2} \text{SD})$	2-3
High	$> (\text{Mean} + \frac{1}{2} \text{SD})$	> 3

3. 5. 2. 11. Perceived work load

It is the degree to which the respondents have comprehended the nature and quantum of work and its relation to the quality of their performance. It was measured by the scale developed by Kirmeyer and Dougherty (1988) It has four items in a five point continuum of strongly agree, agree, undecided, disagree and strongly disagree with scores of 5, 4, 3, 2, and 1, respectively.

Further, respondents are classified into three categories based on mean (13.90) and half standard deviation (2.89) as follows:

Category	Perceived work load	Score
Low	$< (\text{Mean} - \frac{1}{2} \text{SD})$	Below 12
Medium	between $(\text{Mean} \pm \frac{1}{2} \text{SD})$	13 to 15
High	$> (\text{Mean} + \frac{1}{2} \text{SD})$	Above 15

3. 5. 2. 12. Number of publications

It refers to the number of works published by the respondents in national and international journal including the research papers, research notes, abstracts, popular articles/short communication, books and leaflets/folders/bulletins. The respondents were classified into nine categories as mentioned below based on the nature of publication:

Sl. No.	Publication	Score
1.	Research paper (published in International Journal)	4
2.	Research note (published in International Journal)	3
3.	Abstract (published in International Journal)	1
4.	Research paper (published in National Journal)	2
5.	Research note (published in National Journal)	1
6.	Abstract (published in National Journal)	0.5
7.	Books	2
8.	Leaflets / Folders / Bulletins	1
9.	Popular articles/Short communication	0.5

Finally a composite score was obtained by summing the score for each item category. Later the respondents were categorized into three groups as less, moderate, and more publication levels based on mean (75.44) and half standard deviation (63.65).

Category	Criteria	Score
Less	$< (\text{Mean} - \frac{1}{2} \text{SD})$	< 44 works
Moderate	between $(\text{Mean} \pm \frac{1}{2} \text{SD})$	45 to 107 works
More	$> (\text{Mean} + \frac{1}{2} \text{SD})$	> 107 works

3. 5. 2. 13. Achievement motivation

Achievement motivation is defined as the desire to excel in one's endeavor regardless of social rewards. It is operationalised as the value associated with an individual that drives him to excel in his activities to attain a sense of personal accomplishment. In the present study the scale developed by Reddy (1976) was used. The scale consisted of seven positive statements measured on a five point continuum viz., strongly agree, agree, undecided, disagree and strongly disagree with a score of 5, 4, 3, 2, and 1, respectively. The sum of the scores for all items formed the total score of a respondent. The maximum and minimum scores, an individual could attain was 35 and 7 respectively. Further the respondents were classified as low, medium,

and high achievement motivation levels based on mean (25.52) and half standard deviation (4.63).

Category	Criteria	Score
Low	Below (Mean - $\frac{1}{2}$ SD)	< 23
Medium	between (Mean $\pm$ $\frac{1}{2}$ SD)	24-27
High	Above (Mean + $\frac{1}{2}$ SD)	> 27

3. 5. 2. 14. Aspiration

It was defined as the level of future performance in a familiar task, which an individual after knowing the level of past performance in his task, explicitly undertook to reach. Self anchoring striving scale devised by Cantrill (1965) was used in the study. Each respondent was asked to express his/her hopes, desires, worries and fears in his own terms and assumptions. A figure of ladder with ten (1-10) steps was shown to the respondents and asked to indicate the step on the ladder he felt he personally stood (a) at the present time, (b) three years ago and (c) three years from now. Corresponding to the steps in the ladder, scores were given and summed up. The total score ranges from 0 to 30. Further the respondents were classified as low, medium, and high aspiration levels based on mean (20.72) and half standard deviation (4.86).

Category	Criteria	Score
Low	Below (Mean - $\frac{1}{2}$ SD)	< 18
Medium	between (Mean $\pm$ $\frac{1}{2}$ SD)	19-23
High	Above (Mean + $\frac{1}{2}$ SD)	> 23

3. 5. 2. 15. Competition orientation

It is referred to the degree to which an individual is inclined to use competition method in teaching and other related tasks. Competition orientation was measured based on the six statements. The responses for each statement were rated on two point continuum ranging from "Yes and No" With the scores of 1 and 0 for positive statements and 0 and 1, for negative statements, respectively. The possible score ranged from 0 to 6. Higher score reveals better orientation towards competition in teaching. Further the respondents were classified as low, medium, and high aspiration levels based on mean (4.54) and half standard deviation (0.91).

Category	Criteria	Score
Low	Below (Mean - $\frac{1}{2}$ SD)	< 3
Medium	between (Mean $\pm$ $\frac{1}{2}$ SD)	4-5
High	Above (Mean + $\frac{1}{2}$ SD)	> 5

3. 5. 2. 16. Scientific orientation

It is referred to the degree to which an individual is inclined to use scientific method in teaching and decision-making. Scientific orientation was measured with the help of scientific orientation scale developed by Supe (1969). Of the six statements, the second statement alone is negative. The responses for each statement were rated on three point continuums ranging from “agree, undecided, and disagree. With the scores of 2, 1 and 0 for positive statements and 0, 1, and 2, for negative statements, respectively. The possible score ranged from 0 to 12. Higher score reveals better orientation towards scientific teaching. Further the respondents were classified as low, medium, and high aspiration levels based on mean (9.33) and half standard deviation (1.75).

Category	Criteria	Score
Low	Below (Mean - $\frac{1}{2}$ SD)	< 8
Medium	between (Mean $\pm$ $\frac{1}{2}$ SD)	9-10
High	Above (Mean + $\frac{1}{2}$ SD)	> 10

3. 5. 2. 17. Organizational climate

Letwin and Stringer (1968) defined organizational climate as the perceived, subjective effect of the formal system, the informal style and other environment of people who work in a particular organization.

In the present study it was operationalized as the individuals’ perception with respect to the organizational procedures, policies and practices. The scale developed by Kolb *et al.* (1974) was used for measuring this variable. The instrument consisted of seven items involving different dimensions of organizational climate and rated on a five point continuum namely strongly agree, agree, undecided disagree and strongly disagree with a score of 5, 4, 3, 2, and 1 score, respectively for positive statements and the scoring pattern is reversed for the first statement which is negative statement. The sum of the scores for all items formed the total score of a respondent. The maximum and minimum scores, an individual could attain was 35 and 7 respectively. Further, the respondents were categorized into low, medium and high levels based in the mean (25.50) and half standard deviation (3.52).

Category	Criteria	Score
Low	Below (Mean - $\frac{1}{2}$ SD)	< 24
Medium	between (Mean $\pm$ $\frac{1}{2}$ SD)	25 to 27
High	Above (Mean + $\frac{1}{2}$ SD)	> 27

3. 5. 2. 18. Attitude towards organization

This was operationally defined as the degree of affect that individuals associate with his organization. This was measured by the teachers attitude scale developed by Hafeez and Subbaraya (1974) with slight modification. The scale consisted of seven statements, the responses for which were obtained on a five point continuum. The response alternatives used in the scale were strongly agree, agree, undecided, disagree, and strongly disagree with weight ages of 5, 4, 3 ,2 and 1, respectively for positive statements and 1, 2, 3, 4, and 5 for negative statements. The maximum obtainable score was 35. Further, the respondents were classified into three categories based on mean (28.60) and half standard deviation (3.87) as follows:

Category	Criteria	Score
Unfavorable	Below (Mean - $\frac{1}{2}$ SD)	< 27
Favorable	between (Mean $\pm$ $\frac{1}{2}$ SD)	28 to 30
More favorable	Above (Mean + $\frac{1}{2}$ SD)	> 30

3. 5. 2. 19. Participation in seminars/conferences

It is the degree of teachers' participation in seminar/conference in both national and international level. The respondents were asked to give their degree of participation during the last five years. A score of two for each time of attending in international seminar/conference and one for national level was considered in the study. The individual score was obtained by summing up the scores. Based on the mean (2.67) and half standard deviation (3.43) they were grouped in to three categories as detailed below:

Category	Criteria	Score
Low	<(Mean – $\frac{1}{2}$ SD)	< 2
Medium	Between (Mean $\pm$ $\frac{1}{2}$ SD)	3 to 4
High	> (Mean + $\frac{1}{2}$ SD)	> 4

3. 5. 2. 20. Abroad exposure/countries visited

It is the degree of abroad exposure or countries visited by the teachers with respect to scientific purposes. The respondents were asked to give their frequency of visits during the previous five years. Scoring pattern was one for each time of visit to the countries. The individual score was obtained by summing up the scores. Based on the mean (2.77) and half standard deviation (4.53) the respondents were grouped in to three categories as detailed below.

Category	Criteria	Score
Low	$< (\text{Mean} - \frac{1}{2} \text{SD})$	< 0.5
Medium	Between $(\text{Mean} \pm \frac{1}{2}\text{SD})$	0.6 to 3
High	$> (\text{Mean} + \frac{1}{2} \text{SD})$	> 3

3. 5. 2. 21. Awards/ Recognition received

It refers to the awards/ recognition received by the teachers. The respondents were asked to give the number and type of awards/recognition received them during the previous five years. Scoring pattern was as follows:

Category	Score
International award	6
National award	5
State level award	4
University level award	3
Professional society award	2
Others	1

Finally a composite score was obtained by summing the score for each item category. Later the respondents were categorized into three groups as low, medium, and high levels based on mean (2.77) and half standard deviation (4.5).

Category	Criteria	Score
Low	$< (\text{Mean} - \frac{1}{2} \text{SD})$	< 1
Medium	Between $(\text{Mean} \pm \frac{1}{2}\text{SD})$	2 to 4
High	$> (\text{Mean} + \frac{1}{2} \text{SD})$	> 4

3. 5. 2. 22. Number of post graduate students guided

It is the number of students guided by the teachers as a chairman and member of advisory committee for M. Sc. and Ph. D. The respondents were asked to give the information on number of students guided by them as a chairman or member of advisory committee during the last five years. Scoring pattern for each student was as follows:

PG level	As chairman	As advisory committee member
Guidance of student at Ph. D. level	3	1
Guidance of student at M. Sc. level	2	1

Finally a composite score was obtained by summing the score for each item category. Later the respondents were categorized into three groups as low, medium, and high levels based on mean (24.53) and half standard deviation (32.10).

Category	Criteria	Score
Low	$< (\text{Mean} - \frac{1}{2} \text{SD})$	< 9
Medium	Between $(\text{Mean} \pm \frac{1}{2} \text{SD})$	10 to 40
High	$> (\text{Mean} + \frac{1}{2} \text{SD})$	> 40

3. 5. 3. Constraints faced by teachers

Teachers were asked to indicate the constraints they faced while doing their job in the university. The constraints were grouped and responses were pooled together. The scores were assigned based on the responses of the respondents. Based on the score value of the respondents, the constraints were grouped into the ranks.

3. 5. 4. Suggestions given by teachers

Suggestions of teachers to enhance the job perception and job satisfaction of teachers were also sought and are expressed in terms of frequencies and percentage.

3. 5. 5. Development of questionnaire

A structured questionnaire was prepared based on the objectives of the study, to obtain information on dependent and independent variables, constraints and suggestions of teachers. The pre-test in the non-sample area was done. In the light of pre-testing, necessary changes were incorporated in the format items. The pre-tested schedule was structured to collect information from teachers.

3. 5. 6. Collection of Data

Personal interview method was followed in an informal atmosphere for data collection. The informal discussion and observations were also held to understand the respondent and the situation in detail which in turn was helpful in better interpretation of the results in the full context of teachers. The data was collected during the year of 2015.

3. 5. 7. Analysis of data

The collected data were scored, quantified, analyzed, categorized and tabulated by using the following statistical tools.

3. 5. 7. 1. Mean

Mean is the sum of the observed values of a set divided by the number of observations in the set is called a mean or an average. The calculated mean was used for grouping the respondents.

3. 5. 7. 2. Standard deviation

The positive square root of the variance is called standard deviation. It explains the average amount of variation on either side of the mean. The mean and standard deviation were used to classify the teachers into three following categories.

3. 5. 7. 3. Frequencies

A frequency distribution was used to quantify the different personal, social, psychological and economical characteristics of the teachers. It was also used in the response analysis of knowledge and adoption statements.

3. 5. 7. 4. Percentage

Percentage was used to make the simple comparison of different groups where ever needed.

3. 5. 7. 5. Chi-square

The chi-square test was used to test association between the dependent and independent variables considered for the study.

3. 5. 7. 6. “t” test

The “t” test was used to compare the job perception, job performance and job satisfaction of teachers in different campuses.

3. 5. 7. 7. Regression coefficient

Regression coefficient test was used to know the extent of contribution of independent variables on the variation in the dependent variables.

3. 5. 7. 8. Contingency coefficients

Contingency coefficients test was used to estimate the extent of the relationship between two variables, or to show the strength of a relationship.

IV RESULTS AND DISCUSSION

The results and discussion of findings of the study are presented in this chapter under the following sub-heads. Since the research studies in this particular field were very scarce, the findings of the related studies were made use to substantiate the results, wherever possible.

4.1. Profile of the teachers

4.2. Job perception of teachers

4.3. Job performance of teachers

4.4. Job satisfaction of teachers

4.5. Test of significance between the teachers with respect to job perception, job performance and job satisfaction

4.6. Association between the independent variables with respect to job perception, job performance and job satisfaction of teachers

4.7. Extent of contribution of independent variables on the job perception, job performance and job satisfaction of teachers

4.8. Problems of teachers

4.9. Suggestions of teachers

4.1 Profile of the Teachers

4.1.1. Profile of UAS (B) and UAS (D) teachers

Table 3 presents the data on the profile of teachers of University of Agricultural Sciences Bangalore and University of Agricultural Sciences Dharwad. The data in Table 3 reveals that a larger number of UAS (B) teachers were male (87.78 %), middle aged (54.45 %), holding doctoral degree (74.45 %), with high job experience (35.56 %), less rural experience (37.78 %) and having medium sized family size (60.00 %). A greater proportion of UAS (B) teachers had less/low levels of participation in seminars/conference (44.44 %), abroad exposure/countries visited (68.89 %), awards/recognition received (56.67 %) and number of post graduate students guided (41.11 %). It could be also seen from Table 3 that more number of UAS (B) teachers were having medium levels of rural urban background (42.22 %), mass media participation (45.56 %), training undergone (53.33 %), perceived work load (42.22 %), number of publication published (42.22 %), aspiration (52.22 %), competition orientation (74.44 %), scientific orientation (68.89 %) and organizational climate (44.44 %). Over one-third of the UAS (B) teachers had favorable attitude towards organization (41.11 %) with high levels of annual income (35.56 %) and achievement motivation (40.00 %).

Table 3. Profile of UAS, Bangalore and UAS, Dharwad teachers**(n=180)**

Sl. No.	Characteristic	Teachers			
		UAS (B) (n=90)		UAS (D) (n=90)	
		Number	%	Number	%
1.	Sex				
	Male	79	87.78	69	76.67
	Female	11	12.22	21	23.33
2.	Age				
	Young	21	23.33	30	33.33
	Middle	49	54.45	45	50.00
	Old	20	22.22	15	16.67
3.	Education				
	M. Sc.	12	13.33	14	15.56
	Ph. D.	67	74.45	75	83.33
	Post Doctorate	11	12.22	1	1.11
4.	Family size				
	Small	34	37.78	32	35.56
	Medium	54	60.00	56	62.22
	Large	2	2.22	2	2.22
5.	Annual income				
	Low	30	33.33	31	34.44
	Medium	28	31.11	36	40.00
	High	32	35.56	23	25.56
6.	Rural urban background				
	Less	23	25.56	19	21.12
	Medium	38	42.22	31	34.44
	More	29	32.22	40	44.44
7.	Job experience				
	Low	31	34.44	28	31.11
	Moderate	27	30.00	34	37.78
	High	32	35.56	28	31.11
8.	Rural experience				
	Less	34	37.78	40	44.44
	Moderate	31	34.44	18	20.00
	More	25	27.78	32	35.56
9.	Mass media participation				
	Low	28	31.11	8	8.89
	Medium	41	45.56	63	70.00
	High	21	23.33	19	21.11
10.	Training undergone				
	Low	35	38.89	31	34.44
	Medium	48	53.33	57	63.33
	High	7	7.78	2	2.23
11.	Perceived work load				
	Low	24	26.67	15	16.67
	Medium	38	42.22	46	51.11
	High	28	31.11	29	32.22

Sl. No.	Characteristic	Teachers			
		UAS (B) (n=90)		UAS (D) (n=90)	
		Number	%	Number	%
12.	Number of publications				
	Less	35	38.89	28	31.11
	Moderate	38	42.22	42	46.67
	More	17	18.89	20	22.22
13.	Achievement motivation				
	Low	29	32.22	22	24.44
	Medium	25	27.78	37	41.11
	High	36	40.00	31	34.45
14.	Aspiration				
	Low	18	20.00	23	25.56
	Medium	47	52.22	40	44.44
	High	25	27.78	27	30.00
15.	Competition orientation				
	Low	10	11.11	9	10.00
	Medium	67	74.44	62	68.89
	High	13	14.45	19	21.11
16.	Scientific orientation				
	Low	12	13.33	8	8.89
	Medium	62	68.89	73	81.11
	High	16	17.78	9	10.00
17.	Organizational climate				
	Low	28	31.11	19	21.11
	Medium	40	44.44	42	46.67
	High	22	24.45	29	32.22
18.	Attitude towards organization				
	Unfavorable	22	24.44	29	32.22
	Favorable	37	41.11	35	38.89
	Most favorable	31	34.45	26	28.89
19.	Participation in seminars/conferences				
	Low	40	44.44	45	50.00
	Medium	38	42.22	20	22.22
	High	12	13.34	25	27.78
20.	Abroad exposure/countries visited				
	Low	62	68.89	69	76.67
	Medium	12	13.33	10	11.11
	High	16	17.78	11	12.22
21.	Awards/Recognition received				
	Low	51	56.67	56	62.22
	Medium	18	20.00	20	22.22
	High	21	23.33	14	15.56
22.	Number of post-graduate students guided				
	Low	37	41.11	36	40.00
	Medium	35	38.89	33	36.67
	High	18	20.00	21	23.33

The results of Table 3 also revealed that more number of UAS (D) teachers were male (76.67 %), middle aged (50.00 %), graduated up to doctoral degree (83.33 %), having medium sized family (62.22 %) and possessing favorable attitude towards organization (38.89 %). A greater number of UAS (D) teachers were having less/low levels of rural experience (44.44 %), participation in seminars/conference (50.00 %), abroad exposure/countries visited (76.67 %), awards/recognition received (62.22 %) and number of post graduate students guided (40.00 %). Majority of them were belonging to moderate/medium levels of annual income (40.00 %), job experience (37.78 %), mass media participation (70.00 %), training undergone (63.33 %), perceived work load (51.11 %), number of publications (46.67 %), achievement motivation (41.11 %), aspiration (44.44 %), competition orientation (68.89 %), scientific orientation (81.11 %) and organizational climate (46.67 %). As high as 44.44 per cent of the UAS (D) teaches were having high level of rural urban background.

It is also observed from the profile of the teachers of UAS (B) and UAS (D) that a greater proportion of them were male, middle aged, having medium size family with high levels of participation in seminars/conferences, abroad exposure/country visited, awards recognition received and number of post graduate students guided. It is also found that the teachers of both UAS (B) and UAS (D) had medium levels of mass media participation, training undergone, perceived workload, number of publications, aspiration, competition orientation, scientific orientation, organizational climate and possessing favourable attitude towards organization.

4.1.2. Profile of Assistant Professors, Associate Professors, Professors and Pooled sample

The profile of Assistant Professors, Associate Professors, Professors and Pooled sample with respect to both the universities are presented in Table 4.

4.1.2.1. Sex

The results in Table 4 revealed that a large number (81.11 %) of the respondents in Pooled situation irrespective of the cadre were male followed by 18.89 per cent female. The possible reasons are that the University had no eligible female candidates at the time of recruitment. The results are similar with finding of Walia (2003), Jini (2006), Aimable (2011) and Ayele (2014).

4.1.2.2. Age

More than half (52.22 %) of the respondents in Pooled situation were middle aged, 28.33 per cent of them were young aged and 19.45 per cent of the respondents were old aged, respectively. However, more number of youngest were found in Assistant Professors group, it is a logical order that the age will be increasing from Assistant Professors to Professors and the possible reasons for majority of the respondents to be in middle age might be because of only few recruitments have taken place in the recent years and the retirement of older staff. The results are similar with findings of Kiran (2004) and Ravikanth (2007), Aimable (2011).

4.1.2.3. Education

It was observed from Table 4 that a greater proportion of respondents (78.33 %) in Pooled situation had Ph. D. degree, followed by 14.44 per cent Master degree and 7.23 per cent Post-doctoral degree of education, respectively. No variation was found among the Professors, Associate Professors and Assistant Professors. It could have been seen that the numbers of teachers having M. Sc. degree was decreasing from Assistant Professors up to Associate Professors even no single M. Sc. degree teacher is found in Professors category. The possible reasons for majority of respondents being in Doctoral degree category could be due to that the teaching profession requires highly qualified people. These findings get support from the findings of Vijayabhinandan (2003), Kiran (2004), Ravikanth (2007) and Aimable (2011).

4.1.2.4. Family size

Table 4 also indicated that a greater proportion of 61.11 per cent of teachers belonged to medium size family, followed by small size (36.67 %), large size (2.22 %), respectively. Similar trend was true with respect to Professors, Associate Professors and Assistant Professors. It shows that most of the families prefer to be in medium size category itself, because they believe that medium family size might be helpful in personal involvement of family members in different enterprises. The findings of the present study are in conformity with the findings of Hiremath (2000), whereas; it was against the findings of Lavanya (2010).

4.1.2.5. Annual income

The data in Table 4 revealed that as many as 36.67 per cent of respondents in Pooled sample were receiving medium range salary, followed by low range salary (33.33 %) and high range salary (30.00 %), respectively. However, more number of Assistant Professors were found in low income group. The probable reasons may be due to the line range increasing order of salary from the starting employment up to retirement and getting promotion. The findings get support from the findings of Michels (2004), Dolly (2005) and Kiran (2007).

4.1.2.6. Rural urban background

A look at Table 4 indicates that equal percentage (38.33 %) of teachers were found in medium level to more level of rural-urban background, followed by less level of rural-urban background (23.34 %). The possible reasons might be that most of the respondents have come from rural areas. One-fourth of them are from urban background and it may be because of their parents' occupation and settlement in Taluk places or they might have settled in the cities to provide quality education for their children. These findings get the support of Papat (1991), Sharma (1991), Mandavi (2002) and Gopika (2014).

Table 4. Profile of Assistant Professors, Associate Professors, Professors and pooled sample

(n=180)

Sl. No.	Characteristics	Teachers							
		Asst. Prof.		Assoc. Prof.		Professors		Pooled sample	
		No.	%	No.	%	No.	%	No.	%
1.	Sex								
	Male	45	75.00	51	85.00	50	83.33	146	81.11
	Female	15	25.00	9	15.00	10	16.67	34	18.89
2.	Age								
	Young	44	73.33	7	11.67	0	0.00	51	28.33
	Middle	15	25.00	46	76.67	33	55.00	94	52.22
	Old	1	1.67	7	11.66	27	45.00	35	19.45
3.	Education								
	M. Sc.	17	28.33	9	15.00	0	0.00	26	14.44
	Ph. D.	40	66.67	47	78.33	54	90.00	141	78.33
	Post Doctorate	3	5.00	4	6.67	6	10.00	13	7.23
4.	Family size								
	Small	21	35.00	23	38.33	22	36.67	66	36.67
	Medium	37	61.67	37	61.67	36	60.00	110	61.11
	Large	2	3.33	0	0.00	2	3.33	4	2.22
5.	Annual Income								
	Low	58	96.67	2	3.33	0	0.00	60	33.33
	Medium	2	3.33	40	66.67	24	40.00	66	36.67
	High	0	0.00	18	30.00	36	60.00	54	30.00
6.	Rural urban background								
	Less	14	23.33	17	28.33	11	18.33	42	23.34
	Medium	20	33.33	22	36.67	27	45.00	69	38.33
	More	26	43.34	21	35.00	22	36.67	69	38.33
7.	Job experience								
	Low	54	90.00	5	8.33	0	0.00	59	32.78
	Medium	6	10.00	36	60.00	19	31.67	61	33.89
	High	0	0.00	19	31.67	41	68.33	60	33.33
8.	Rural experience								
	Less	40	66.67	11	18.33	23	38.33	74	41.11
	Moderate	20	33.33	19	31.67	10	16.67	49	27.22
	More	0	0.00	30	50.00	27	45.00	57	31.67
9.	Mass media participation								
	Low	12	20.00	7	11.67	17	28.33	36	20.00
	Medium	36	60.00	39	65.00	29	48.33	104	57.78
	High	12	20.00	14	23.33	14	23.34	40	22.22
10.	Training undergone								
	Low	23	38.33	27	45.00	16	26.67	66	36.67
	Medium	35	58.33	29	48.33	41	68.33	105	58.33
	High	02	03.34	04	06.67	03	05.00	09	5.00
11.	Perceived work load								
	Low	17	28.33	10	16.67	12	20.00	39	21.67
	Medium	24	40.00	31	51.67	29	48.33	84	46.67
	High	19	31.67	19	31.66	19	31.67	57	31.66

Sl. No.	Characteristics	Teachers							
		Asst. Prof.		Assoc. Prof.		Professors		Pooled sample	
		No.	%	No.	%	No.	%	No.	%
12.	Number of publications								
	Low	40	66.67	17	28.33	6	10.00	63	35.00
	Medium	18	30.00	33	55.00	29	48.33	80	44.44
	High	2	3.33	10	16.67	25	41.67	37	20.56
13.	Achievement motivation								
	Low	18	30.00	18	30.00	15	25.00	51	28.33
	Medium	21	35.00	18	30.00	23	38.33	62	34.44
	High	21	35.00	24	40.00	22	36.67	67	37.23
14.	Aspiration								
	Low	24	40.00	11	18.33	6	10.00	41	22.78
	Medium	24	40.00	36	60.00	27	45.00	87	48.33
	High	12	20.00	13	21.67	27	45.00	52	28.89
15.	Competition orientation								
	Low	1	1.67	11	18.33	7	11.67	19	10.56
	Medium	45	75.00	41	68.33	43	71.67	129	71.67
	High	14	23.33	8	13.34	10	16.66	32	17.77
16.	Scientific orientation								
	Low	7	11.67	6	10.00	7	11.67	20	11.11
	Medium	45	75.00	44	73.33	46	76.66	135	75.00
	High	8	13.33	10	16.67	7	11.67	25	13.89
17.	Organizational climate								
	Low	23	38.33	11	18.33	13	21.67	47	26.11
	Medium	18	30.00	29	48.33	35	58.33	82	45.56
	High	19	31.67	20	33.34	12	20.00	51	28.33
18.	Attitude towards organization								
	Unfavorable	10	16.67	25	41.67	14	23.33	49	27.22
	Favorable	32	53.33	17	28.33	25	41.67	74	41.11
	Most favorable	18	30.00	18	30.00	21	35.00	57	31.67
19.	Participation in seminars/conferences								
	Low	31	51.67	28	46.67	26	43.33	85	47.22
	Medium	24	40.00	13	21.67	21	35.00	58	32.22
	High	5	8.33	19	31.66	13	21.67	37	20.56
20.	Abroad exposure/countries visited								
	Low	54	90.00	40	66.67	37	61.67	131	72.78
	Medium	3	5.00	9	15.00	10	16.67	22	12.22
	High	3	5.00	11	18.33	13	21.66	27	15.00
21.	Awards received								
	Low	37	61.67	42	70.00	28	46.67	107	59.44
	Medium	14	23.33	11	18.33	13	21.67	38	21.11
	High	9	15.00	7	11.67	19	31.66	35	19.45
22.	Number of post graduate students guided								
	Low	49	81.67	16	26.67	8	13.33	73	40.56
	Medium	10	16.67	28	46.67	30	50.00	68	37.78
	High	1	1.66	16	26.66	22	36.67	39	21.66

4.1.2.7. Job experience

As many as 33.89 per cent of the respondents in Pooled situation belonged to medium level of job experience, followed by high level of job experience (33.33 %) and low level of job experience (32.78 %), respectively. Large percentages of Assistant Professors were found in low experience category. There is a sequence logical order on level of job experience, means level of experience will be increasing from Assistant Professor position to Professor position, that is why Assistant Professors have low level of experience compare to Associate Professors and Professors. The findings get support from the findings of Manimegalan (1990), Naika (1999), Mohan (2000), Reddy (2002), Ravikanth (2007) and Aimable (2011).

4.1.2.8. Rural experience

It was observed from Table 4 that as high as 41.11 per cent of respondents in Pooled situation belonged to less level of rural experience, followed by more level of rural experience (31.67 %) and moderate level of rural experience (27.22 %). However, more number of Assistant Professors than Associate Professors and Professors had less experience in rural areas.

The probable reasons which may affect that why the level of experience is less in Assistant Professor category, compared to Associate Professor and Professor have already been mentioned in job experience variable. The results are similar with the findings of Dupuy *et al.* (2000), Sherer, *et al.* (2003) and Howley and Howley (2005).

4.1.2.9. Mass media participation

The result in Table 4 indicated that more than half of (57.78 %) respondents in Pooled situation belonged to medium level of mass media participation, followed by high level of mass media participation (22.22 %) and low level of mass media participation (20.00 %). Similar trend was observed with all categories of teachers. Greater exposure of an individual to mass media helps in knowing new ideas, different methods and techniques of approaching problems, proper utilization of natural resources including human talents for self-development as well as to develop the community at large. Acquisition of such practical knowledge on various aspects of problems in life develops confidence in the individuals, which in turn induce him to do his best in his assigned job. The similar findings were reported by Menasinagal (1992), Rath (1992), Sontakki (1996), Purushothama (1997) and Gopika (2014).

4.1.2.10. Training undergone

The results in Table 4 depicted that a greater number of (58.33 %) respondents in pooled situation belonged to medium level of training received, followed by low level of training received (36.67 %) and high level of training received (5.00 %). Same trend is true with respect to different categories of teachers. The respondents especially in Assistant Professor and Associate Professors' categories, need to receive winter/summer school training programme, as they proposed in their suggestions. Lack of training programmes might be due to mainly budget constraints. This finding is in line with that of Kiran (2004), Ravikanth (2007), Aimable (2011) and Gopika (2014).

4.1.2.11. Perceived work load

Table 4 also revealed that as many as 46.67 per cent of respondents in Pooled situation as well as different categories of teachers perceived their work load as medium, followed by 31.66 per cent, of them as high and only 21.67 per cent perceived it as low. It implies that the perception of workload by all the teacher categories were medium to high. However, the teachers in the high work load perception might be due to the dissatisfaction resulting from the assigned role, overload assigned by the superiors. The present findings are supported with the findings of Manimegalan (1990), Nagananda (2005), Sandika *et al.* (2007), Debnath and Saravanan (2014) and Gopika (2014).

4.1.2.12. Number of publications

Table 4 also indicated that as many as 44.44 per cent of respondents belonged to medium number of publications, followed by low number level (35.00 %) and high number levels (20.56 %), in pooled situation. However, more number of Assistant Professors were found in low category. Writing scientific works such as books, research papers, research notes, articles abstracts etc., is one of duty of teachers and scientist. The number of publication should be one of the important criteria of promotion and getting set of teaching. The authorities and policy makers should consider this aspect and make the teachers to publish their works. This finding is in line with that of Nataraju (1991).

4.1.2.13. Achievement motivation

The data presented in Table 4 indicated that around one third of the respondents (37.23 %) in Pooled situation belonged to high level of achievement motivation, followed by medium level of achievement motivation (34.44 %) and low level of achievement motivation (28.33 %). Similar results were observed with all categories of teachers. The reasons for the present finding might be due to an orientation toward problem-solving and moderate challenges and other situational factors which have put majority of teachers in high and medium categories. Mohan (2000) has reported similar findings.

4.1.2.14. Aspiration

It evident from Table 4 that nearly half of (48.33 %) respondents in Pooled situation as well as individual category of teachers belonged to medium level of aspiration, followed by high level of aspiration (28.89 %) and low level of aspiration (22.78 %). Level of aspiration in Assistant Professor category were medium to low, while in other categories and Pooled situation it is medium to high it shows that increasing the years of servicing positively affected to the level of aspiration. The present findings are supported with the findings of Mruthunjayam (1987), Shivalingaiah (1996) and Samuel (2000).

4.1.2.15. Competition orientation

It was observed from Table 4 that a large number of respondents (71.67 %) in Pooled situation had medium level of competition orientation, followed by high level

of competition orientation (17.77 %) and low level of competition orientation (10.56 %). The trend of level of competition in all categories except Associate Professors' category, is medium to high, however in Associate Professor category is medium to low. Availability of competition causes the progress of staff in any organization, so the authorities should create the competition environment among the staff to achieve the goal. The results of the presented study were supported by finding of Schneider *et al.* (2005) and Rinn, Plucker, and Stocking (2010).

4.1.2.16. Scientific orientation

It is observed from Table 4 that a larger proportion of (75.00 %) respondents in Pooled situation had medium level of scientific orientation, followed by high level of scientific orientation (13.89 %) and low level of scientific orientation (11.11 %). The trend of level of scientific orientation is from medium to high in all categories. Since the teachers should be at high level of scientific orientation, so the authorities should take this issue in their consideration. The results of the present study are in conformity with the findings of Nagaraj (2002), Sidram (2008) and Tanweer (2015).

4.1.2.17. Organizational climate

It is evident from Table 4 that less than half of the respondents (45.56 %) in Pooled situation belonged to medium level of organizational climate, followed by high level of organizational climate (28.33 %) and low level of organizational climate (26.11 %).

The findings show that the level of organizational climate varies on each category of teachers but in Pooled situation the trend of level is from medium to high and low. The staff should have more favorable perception about their organization climate. The supervisors should give positive freedom to the teachers to make decisions and solve their problems at each step of the work and rewards/recognition system should be there for the good work. These findings are contradictory to the findings of Mohan (2000), Dolly (2005) and Aimable (2011)

4.1.2.18. Attitude towards organization

It is evident from Table 4 that less than half of respondents (41.11 %) in Pooled situation had favorable attitude towards their organization, followed by more favorable attitude towards their organization (31.67 %) and less favorable attitude towards their organization (27.22 %). It is mainly because most of them have come from either rural areas or semi-urban areas. These results are therefore in accordance with the general trends in the society where most people confirm to set norms and only some are deviants. The above findings are in contradictory with the findings of Halakatti (1991), Verma and Singh (2000), Mandavi (2002), Michaels (2004) and Gopika (2014).

4.1.2.19. Participation in seminars/conferences

Table 4 also indicated that as many as 47.22 per cent of the respondents in Pooled situation had low level of participation in seminars/conferences, followed by medium level of participation in seminars/conferences (32.22 %) and high level of

participation in seminars/conferences (20.56 %). Less number of teachers participated in seminars/conferences in general. Participation in seminars/conferences gives the chance to the teachers to improve their knowledge and information which is very necessary for their job performance. The authorities and policy makers should consider this issue. The present findings are supported with the findings of Horsley and Matsumoto (1999), Tiberondwa (2000) and Ebau (2001).

4.1.2.20. Abroad exposure/countries visited

It was observed from Table 4 that a greater number of respondents (72.78 %) in Pooled situation had low level of exposure to other countries, followed by high level (15.00 %) and medium level (12.22 %). Similar trend was true with respect to all categories of teachers. As it is observed very few number of teachers had visited other countries, however abroad educational tour and globalization communication is very necessary for gaining knowledge, culture and information, authorities and policy makers should consider this issue. The results of the presented study were supported by finding of Zang *et al.* (2010), Goodman and Berdan (2013) and Ozdem (2013).

4.1.2.21. Awards/recognition received

It is evident from Table 4 that, a greater percentage (59.44 %) of the respondents in Pooled situation belonged to low level of receiving award/recognition, followed by medium level of receiving award/recognition (21.11 %) and high level of receiving award/recognition (19.45 %). As it is observed, all categories of teachers had low level of receiving award/recognition. It is maybe the authorities did not appreciate their staff efforts. Awards/recognition motivate the employees to do their best while performing their job, therefore the authorities and policy makers should take the consideration into account regarding to this issue. This finding is in line with that of Gerber *et al.* (1998), Setty (2003) and Pattanayak (2004).

4.1.2.22. Number of post graduate students guided

Table 4 also indicated that less than half (40.56 %) of the respondents in Pooled situation had low level of student's guidance, followed by medium level (37.78 %) and high level (21.66 %). As it is observed the level of guidance increased from Assistant Professor to Professor. Assistant Professors can be one of the Advisory committee members. Guidance of students is one of critical task of teachers in Post Graduate level; especially senior teachers must pay attention to this aspect. (No reviews have been found).

4.2. Job perception of teachers

4.2.1. Statement-wise job perception of teachers

4.2.1.1. Statement-wise job perception of UAS (B) and UAS (D) teachers

Table 5 presents the statement wise data on job perception of UAS (B) and UAS (D) teachers. The results indicated that, a large number of (74.44 %) of UAS (B) teachers perceived the statement, 'conducting the examination, evaluating the answer sheets of the students and declaring the results as per the schedule developed

by the university' as **'very important'**, followed by 'preparation of course-wise teaching aids and manuals in advance as per the syllabus' (66.67 %), 'contributing to the planning and development of a high quality curriculum. (66.67 %), 'maintaining records to monitor student progress and achievement' (56.67 %), 'carrying out independent research and act as principal investigator and project leader' (56.67 %), 'consultation and advising the students as chairman or member of Advisory Committee' (54.45 %), 'writing or contribute to publications or disseminate research findings using other appropriate media'(52.23 %), 'recognizing and developing leadership qualities amongst students' (52.22 %) 'maintaining office records and information files up-to-date and submitting the reports to the higher authorities on time'(52.22 %), 'working with students to ensure whatever knowledge and skills learnt in the training will be practiced' (51.12 %), 'conducting group meetings, field days and field trips to convince farmers about new technology in the adopted villages' (47.78 %), 'preparing and distributing the quality study/ reference material, e-notes for the courses as per the syllabus' (46.67 %), 'developing an overall curriculum based on the needs of student' (46.67 %) and 'conducting research and collaborative partnerships with other educational institutions or other bodies' (46.67 %).

A greater number (64.44 %) of UAS (B) teachers perceived the statement, 'conducting classes in the Training Institutes as resource persons' as **'important'**, followed by 'participating the bimonthly workshops, annual Krishimela, Field days and Exhibitions' (56.67 %), 'participating in academic conferences, symposia and seminars' (55.56 %), 'involving in sports and cultural activities' (52.22 %), 'developing an overall curriculum based on the needs of student' (51.11 %), 'providing the Teaching assistant with the requisite information regarding the classroom management structure, discipline plan, and expectations for students' (50.00 %), 'participating in expert evaluation teams assigned by the university' (50.00 %), 'conducting research and collaborative partnerships with other educational institutions or other bodies' (50.00 %), 'seeking practical application of research findings'(50.00 %), 'participating in the development, administration and marking of exams and other assessments' (48.89 %), 'Conducting group meetings, field days and field trips to convince farmers about new technology in the adopted villages' (48.89 %), 'attending regularly the staff meeting conducted by the University/Department'(47.78 %), 'working with rural youth to promote agriculture development' (46.67 %) and 'maintaining office records and information files up-to-date and submitting the reports to the higher authorities on time' (45.56 %).

Table 5. Statement- wise Job perception of UAS (B) and UAS (D) teachers

Sl. No	Statements	UAS (B) (n= 90)										UAS (D) (n= 90)									
		VI		Imp.		LI		Least I		NI		VI		Imp.		LI		Least I		NI	
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
1	Preparing and distributing the quality study/ reference material, e-notes for the courses as per the syllabus.	42	46.67	40	44.44	7	7.78	1	1.11	0	0.00	52	57.78	37	41.11	1	1.11	0	0.00	0	0.00
2	Preparation of course-wise teaching aids and manuals in advance as per the syllabus.	60	66.67	29	32.22	1	1.11	0	0.00	0	0.00	52	57.78	34	37.78	3	3.33	0	0.00	1	1.11
3	Conducting the examination, evaluating the answer sheets of the students and declaring the results as per the schedule developed by the university	67	74.44	23	25.56	0	0.00	0	0.00	0	0.00	59	65.56	28	31.11	3	3.33	0	0.00	0	0.00
4	Contributing to the planning and development of a high quality curriculum.	60	66.67	29	32.22	1	1.11	0	0.00	0	0.00	54	60.00	33	36.67	3	3.33	0	0.00	0	0.00
5	Maintaining records to monitor student progress and achievement..	51	56.67	36	40.00	3	3.33	0	0.00	0	0.00	51	56.67	37	41.11	2	2.22	0	0.00	0	0.00
6	Participating in the development, administration and marking of exams and other assessments	37	41.11	44	48.89	9	10.00	0	0.00	0	0.00	40	44.44	41	45.56	9	10.00	0	0.00	0	0.00
7	Involving in sports and cultural activities.	24	26.67	47	52.22	17	18.89	1	1.11	1	1.11	21	23.34	54	60.00	13	14.44	1	1.11	1	1.11

Sl. No	Statements	UAS (B) (n= 90)										UAS (D) (n= 90)									
		VI		Imp.		LI		Least I		NI		VI		Imp.		LI		Least I		NI	
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
8	Providing the Teaching assistant with the requisite information regarding the classroom management structure, discipline plan, and expectations for students.	37	41.11	45	50.00	8	8.89	0	0.00	0	0.00	34	37.78	48	53.33	8	8.89	0	0.00	0	0.00
9	Developing an overall curriculum based on the needs of student.	42	46.67	46	51.11	2	2.22	0	0.00	0	0.00	39	43.33	47	52.23	4	4.44	0	0.00	0	0.00
10	Recognizing and developing leadership qualities amongst students.	47	52.22	38	42.22	5	5.56	0	0.00	0	0.00	42	46.67	41	45.56	6	6.66	0	0.00	1	1.11
11	Working with students to ensure whatever knowledge and skills learnt in the training will be practiced.	46	51.12	40	44.44	4	4.44	0	0.00	0	0.00	43	47.78	41	45.56	6	6.66	0	0.00	0	0.00
12	Maintaining office records and information files up-to-date and submitting the reports to the higher authorities on time.	47	52.22	41	45.56	2	2.22	0	0.00	0	0.00	44	48.89	38	42.22	7	7.78	1	1.11	0	0.00

Sl. No	Statements	UAS (B) (n= 90)										UAS (D) (n= 90)									
		VI		Imp.		LI		Least I		NI		VI		Imp.		LI		Least I		NI	
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
13	Attending regularly the staff meeting conducted by the University/Department.	41	45.56	43	47.78	5	5.55	1	1.11	0	0.00	52	57.78	37	41.11	1	1.11	0	0.00	0	0.00
14	Participating in academic conferences, symposia and seminars.	38	42.22	50	55.56	2	2.22	0	0.00	0	0.00	41	45.56	45	50.00	3	3.33	1	1.11	0	0.00
15	Participating in expert evaluation teams assigned by the university.	37	41.11	45	50.00	6	6.67	2	2.22	0	0.00	44	48.89	41	45.56	5	5.55	0	0.00	0	0.00
16	Consultation and advising the students as chairman or member of Advisory Committee.	49	54.45	40	44.44	1	1.11	0	0.00	0	0.00	48	53.33	38	42.23	4	4.44	0	0.00	0	0.00
17	Conducting group meetings, field days and field trips to convince farmers about new technology in the adopted villages.	43	47.78	44	48.89	3	3.33	0	0.00	0	0.00	46	51.11	39	43.33	5	5.56	0	0.00	0	0.00
18	Working with rural youth to promote agriculture development.	38	42.22	42	46.67	7	7.78	2	2.22	1	1.11	46	51.11	41	45.56	2	2.22	1	1.11	0	0.00

Sl. No	Statements	UAS (B) (n= 90)										UAS (D) (n= 90)									
		VI		Imp.		LI		Least I		NI		VI		Imp.		LI		Least I		NI	
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
19	Conducting RAWE program in the villages.	40	44.44	40	44.44	7	7.78	2	2.23	1	1.11	46	51.11	41	45.56	3	3.33	0	0.00	0	0.00
20	Participating the bimonthly workshops, annual Krishimela, Field days and Exhibitions.	30	33.33	51	56.67	8	8.89	0	0.00	1	1.11	42	46.67	43	47.78	3	3.33	1	1.11	1	1.11
21	Conducting classes in the Training Institutes as resource persons.	29	32.23	58	64.44	3	3.33	0	0.00	0	0.00	35	38.89	49	54.44	6	6.67	0	0.00	0	0.00
22	Conducting research and collaborative partnerships with other educational institutions or other bodies.	42	46.67	45	50.00	3	3.33	0	0.00	0	0.00	39	43.33	46	51.11	5	5.56	0	0.00	0	0.00
23	Writing or contribute to publications or disseminate research findings using other appropriate media.	47	52.23	40	44.44	3	3.33	0	0.00	0	0.00	44	48.89	45	50.00	1	1.11	0	0.00	0	0.00
24	Seeking practical application of research findings..	45	50.00	45	50.00	0	0.00	0	0.00	0	0.00	44	48.89	43	47.78	2	2.22	1	1.11	0	0.00
25	Carrying out independent research and act as principal investigator and project leader.	51	56.67	35	38.89	3	3.33	1	1.11	0	0.00	49	54.44	33	36.67	6	6.67	2	2.22	0	0.00

VI: Very Important

Imp.: Important

LI : Less Important

Least I: Least Important

NI : Not Important

It could also be seen from Table 5 that more number of (65.56 %) of UAS (D) teachers perceived the statement, 'conducting the examination, evaluating the answer sheets of the students and declaring the results as per the schedule developed by the university' as **'very important'**. Followed by 'contributing to the planning and development of a high quality curriculum' (60.00 %), 'preparing and distributing the quality study/ reference material, e-notes for the courses as per the syllabus', (57.78 %), 'preparation of course-wise teaching aids and manuals in advance as per the syllabus' (57.78 %) 'attending regularly the staff meeting conducted by the University/Department' (57.78 %), 'Maintaining records to monitor student progress and achievement' (56.67 %), 'carrying out independent research and act as principal investigator and project leader' (54.44 %), 'consultation and advising the students as chairman or member of Advisory Committee' (53.33 %), 'conducting RAWE program in the villages', (51.11 %), 'conducting group meetings, field days and field trips to convince farmers about new technology in the adopted villages'(51.11 %), 'working with rural youth to promote agriculture development' (51.11 %), 'maintaining office records and information files up-to-date and submitting the reports to the higher authorities on time' (48.89 %), 'writing or contribute to publications or disseminate research findings using other appropriate media' (48.89 %), 'seeking practical application of research findings' (48.89 %) and 'participating in expert evaluation teams assigned by the university' (48.89 %).

A larger proportion of (60.00 %) of UAS (D) teachers perceived the statement, 'involving in sports and cultural activities' as **'important'**. Followed by 'conducting classes in the Training Institutes as resource persons' (54.44 %), 'providing the Teaching assistant with the requisite information regarding the classroom management structure, discipline plan, and expectations for students' (53.33 %), 'developing an overall curriculum based on the needs of student' (52.23 %), 'conducting research and collaborative partnerships with other educational institutions or other bodies' (51.11 %), 'participating in academic conferences, symposia and seminars' (50.00 %), 'writing or contribute to publications or disseminate research findings using other appropriate media' (50.00 %), 'Participating the bimonthly workshops, annual Krishimela, Field days and Exhibitions' (47.78 %), 'seeking practical application of research findings' (47.78 %), 'participating in the development, administration and marking of exams and other assessments'(45.56 %), 'recognizing and developing leadership qualities amongst students' (45.56 %), 'working with students to ensure whatever knowledge and skills learnt in the training will be practiced' (45.56 %), 'participating in expert evaluation teams assigned by the university' (45.56 %), 'working with rural youth to promote agriculture development' (45.56 %) and 'conducting RAWE program in the villages'(45.56 %).

Equal number (50.00 %), of the UAS (B) teachers has perceived the statement 'seeking practical application of research findings' as **'very important'** and **'important'**, while an equal number (44.44 %) of UAS (B) teachers has perceived the statement 'conducting RAWE program in the villages' as **'very important'** and **'important'**. It can be concluded that a greater proportion of UAS (B) teachers has perceived the job perception statements as **'very important'** and **'important'**.

4.2.1.2. Statement-wise job perception of Assistant Professors and Associate Professors

Table 6 presents the statement wise data on job perception of Assistant Professors and Associate Professors. The results in Table 4 indicated that, a large number (73.33 %) of Assistant Professors perceived the statement, ‘conducting the examination, evaluating the answer sheets of the students and declaring the results as per the schedule developed by the university’ as **‘very important’**, followed by ‘preparation of course-wise teaching aids and manuals in advance as per the syllabus’ (68.33 %), ‘consultation and advising the students as chairman or member of Advisory Committee’(58.33 %), ‘working with rural youth to promote agriculture development’(58.33 %), ‘working with students to ensure whatever knowledge and skills learnt in the training will be practiced’ (56.67 %), ‘conducting RAWA program in the villages’ (56.66 %), ‘contributing to the planning and development of a high quality curriculum’ (55.00 %), ‘carrying out independent research and act as principal investigator and project leader’ (55.00 %), ‘preparing and distributing the quality study/ reference material, e-notes for the courses as per the syllabus’(53.33 %), ‘attending regularly the staff meeting conducted by the University/Department’ (53.33 %), ‘maintaining office records and information files up-to-date and submitting the reports to the higher authorities on time’ (50.00 %), ‘recognizing and developing leadership qualities amongst students’ (48.33 %), ‘participating in expert evaluation teams assigned by the university’ (46.67 %), ‘maintaining records to monitor student progress and achievement’ (45.00 %), ‘conducting group meetings, field days and field trips to convince farmers about new technology in the adopted villages’ (45.00 %) and ‘writing or contribute to publications or disseminate research findings using other appropriate media’(45.00 %).

A larger proportion (63.33 %) of Assistant Professors perceived as **‘important’** the statement ‘conducting classes in the Training Institutes as resource persons’. This was followed by ‘developing an overall curriculum based on the needs of student’ (55.00 %), ‘conducting research and collaborative partnerships with other educational institutions or other bodies’ (55.00 %), ‘seeking practical application of research findings’(55.00 %), ‘involving in sports and cultural activities’ (53.33 %), ‘contributing to the planning and development of a high quality curriculum’ (51.67 %), ‘participating the bimonthly workshops, annual Krishimela, Field days and Exhibitions’ (51.66 %), ‘participating in academic conferences, symposia and seminars’ (50.00 %), ‘writing or contribute to publications or disseminate research findings using other appropriate media’ (50.00 %), ‘providing the Teaching assistant with the requisite information regarding the classroom management structure, discipline plan, and expectations for students’ (48.34 %), ‘participating in expert evaluation teams assigned by the university’ (48.33 %), ‘conducting group meetings, field days and field trips to convince farmers about new technology in the adopted villages’ (46.67 %), ‘contributing to the planning and development of a high quality curriculum’(45.00 %) and ‘attending regularly the staff meeting conducted by the University/Department’ (45.00 %).

The results in Table 6 also indicated that, a large number (75.00 %) of Associate Professors perceived the statement, ‘conducting the examination, evaluating the answer sheets of the students and declaring the results as per the schedule developed by the university’ as **‘very important’**. The next in order were ‘contributing to the

planning and development of a high quality curriculum' (63.33 %), 'preparation of course-wise teaching aids and manuals in advance as per the syllabus' (60.00 %), 'maintaining records to monitor student progress and achievement' (60.00 %), 'attending regularly the staff meeting conducted by the University/Department' (55.00 %), 'consultation and advising the students as chairman or member of Advisory Committee' (55.00 %), 'preparing and distributing the quality study/ reference material, e-notes for the courses as per the syllabus' (53.33 %), 'working with students to ensure whatever knowledge and skills learnt in the training will be practiced' (51.67 %), 'maintaining office records and information files up-to-date and submitting the reports to the higher authorities on time' (50.00 %), 'carrying out independent research and act as principal investigator and project leader' (50.00 %), 'conducting RAWWE program in the villages' (48.33 %).

A greater proportion (63.34 %) of Associate Professors perceived the following statements as '**important**' in that order, 'conducting classes in the Training Institutes as resource persons'. Followed by 'involving in sports and cultural activities' (61.67 %), 'participating in academic conferences, symposia and seminars' (56.67 %), 'providing the Teaching assistant with the requisite information regarding the classroom management structure, discipline plan, and expectations for students' (55.00 %), 'participating the bimonthly workshops, annual Krishimela, Field days and Exhibitions' (55.00 %), 'developing an overall curriculum based on the needs of student' (53.34 %), 'participating in the development, administration and marking of exams and other assessments' (53.33 %), 'recognizing and developing leadership qualities amongst students' (51.67 %), 'conducting group meetings, field days and field trips to convince farmers about new technology in the adopted villages' (50.00 %) and 'participating in expert evaluation teams assigned by the university' (48.33 %).

An equal numbers of the Associate Professors (50.00 %), has perceived the statement 'writing or contribute to publications or disseminate research findings using other appropriate media' as '**very important**' and '**important**', while an equal number (48.33 %) of Associate professors perceived the statements 'conducting research and collaborative partnerships with other educational institutions or other bodies' and 'seeking practical application of research findings' as '**very important**' and '**important**', and also an equal number (46.67 %) of Associate professors has perceived the statement 'working with rural youth to promote agriculture development' as '**very important**' and '**important**' respectively. It can be concluded that a greater proportion of Associate Professors has perceived the job perception statements as '**very important**' and '**important**'.

Table 6. Statement-wise Job perception of Assistant Professors and Associate Professors

SL No	Statements	Assistant Professors (n= 60)										Associate Professors (n= 60)									
		VI		Imp.		LI		Least I		NI		VI		Imp.		LI		Least I		NI	
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
1	Preparing and distributing the quality study/ reference material, e-notes for the courses as per the syllabus.	32	53.33	25	41.67	2	3.33	1	1.67	0	0.00	32	53.33	25	41.67	3	5.00	0	0.00	0	0.00
2	Preparation of course-wise teaching aids and manuals in advance as per the syllabus.	41	68.33	19	31.67	0	0.00	0	0.00	0	0.00	36	60.00	20	33.33	3	5.00	0	0.00	1	1.67
3	Conducting the examination, evaluating the answer sheets of the students and declaring the results as per the schedule developed by the university	44	73.33	15	25.00	1	1.67	0	0.00	0	0.00	45	75.00	14	23.33	1	1.67	0	0.00	0	0.00
4	Contributing to the planning and development of a high quality curriculum.	33	55.00	27	45.00	0	0.00	0	0.00	0	0.00	38	63.33	20	33.34	2	3.33	0	0.00	0	0.00
5	Maintaining records to monitor student progress and achievement..	27	45.00	31	51.67	2	3.33	0	0.00	0	0.00	36	60.00	22	36.67	2	3.33	0	0.00	0	0.00
6	Participating in the development, administration and marking of exams and other assessments	24	40.00	26	43.33	10	16.67	0	0.00	0	0.00	24	40.00	32	53.33	4	6.67	0	0.00	0	0.00

Sl. No	Statements	Assistant Professors (n=60)										Associate Professors (n=60)									
		VI		Imp.		LI		Least I		NI		VI		Imp.		LI		Least I		NI	
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
7	Involving in sports and cultural activities.	22	36.67	32	53.33	6	10.00	0	0.00	0	0.00	15	25.00	37	61.67	8	13.33	0	0.00	0	0.00
8	Providing the Teaching assistant with the requisite information regarding the classroom management structure, discipline plan, and expectations for students.	23	38.33	29	48.34	8	13.33	0	0.00	0	0.00	24	40.00	33	55.00	3	5.00	0	0.00	0	0.00
9	Developing an overall curriculum based on the needs of student.	26	43.33	33	55.00	1	1.67	0	0.00	0	0.00	26	43.33	32	53.34	2	3.33	0	0.00	0	0.00
10	Recognizing and developing leadership qualities amongst students.	29	48.33	26	43.33	4	6.67	0	0.00	1	1.67	25	41.67	31	51.67	4	6.66	0	0.00	0	0.00
11	Working with students to ensure whatever knowledge and skills learnt in the training will be practiced.	34	56.67	24	40.00	2	3.33	0	0.00	0	0.00	31	51.67	26	43.33	3	5.00	0	0.00	0	0.00
12	Maintaining office records and information files up-to-date and submitting the reports to the higher authorities on time.	30	50.00	24	40.00	6	10.00	0	0.00	0	0.00	30	50.00	28	46.66	1	1.67	1	1.67	0	0.00
13	Attending regularly the staff meeting conducted by the University/Department.	32	53.33	27	45.00	1	1.67	0	0.00	0	0.00	33	55.00	26	43.33	1	1.67	0	0.00	0	0.00

Sl. No	Statements	Assistant Professors (n= 60)										Associate Professors (n= 60)									
		VI		Imp.		LI		Least I				VI		Imp.		LI		Least I		NI	
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
14	Participating in academic conferences, symposia and seminars.	25	41.67	30	50.00	4	6.66	1	1.67	0	0.00	26	43.33	34	56.67	0	0.00	0	0.00	0	0.00
15	Participating in expert evaluation teams assigned by the university.	28	46.67	29	48.33	2	3.33	1	1.67	0	0.00	27	45.00	29	48.33	4	6.67	0	0.00	0	0.00
16	Consultation and advising the students as chairman or member of Advisory Committee.	35	58.33	24	40.00	1	1.67	0	0.00	0	0.00	33	55.00	25	41.67	2	3.33	0	0.00	0	0.00
17	Conducting group meetings, field days and field trips to convince farmers about new technology in the adopted villages.	27	45.00	28	46.67	5	8.33	0	0.00	0	0.00	27	45.00	30	50.00	3	5.00	0	0.00	0	0.00
18	Working with rural youth to promote agriculture development.	35	58.33	24	40.00	1	1.67	0	0.00	0	0.00	28	46.67	28	46.67	3	5.00	0	0.00	1	1.66
19	Conducting RAWE program in the villages.	34	56.66	24	40.00	1	1.67	1	1.67	0	0.00	29	48.33	26	43.33	3	5.00	1	1.67	1	1.67
20	Participating the bimonthly workshops, annual Krishimela, Field days and Exhibitions.	22	36.67	31	51.66	5	8.33	1	1.67	1	1.67	24	40.00	33	55.00	2	3.33	0	0.00	1	1.67

Sl. No	Statements	Assistant Professors (n= 60)										Associate Professors (n= 60)									
		VI		Imp.		LI		Least I				VI		Imp.		LI		Least I		NI	
		No.	%	No	%	No.	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
21	Conducting classes in the Training Institutes as resource persons.	18	30.00	38	63.33	4	6.67	0	0.00	0	0.00	20	33.33	38	63.34	2	3.33	0	0.00	0	0.00
22	Conducting research and collaborative partnerships with other educational institutions or other bodies.	22	36.67	33	55.00	5	8.33	0	0.00	0	0.00	29	48.33	29	48.33	2	3.34	0	0.00	0	0.00
23	Writing or contribute to publications or disseminate research findings using other appropriate media.	27	45.00	30	50.00	3	5.00	0	0.00	0	0.00	30	50.00	30	50.00	0	0.00	0	0.00	0	0.00
24	Seeking practical application of research findings..	26	43.33	33	55.00	1	1.67	0	0.00	0	0.00	29	48.33	29	48.33	1	1.67	1	1.67	0	0.00
25	Carrying out independent research and act as principal investigator and project leader.	33	55.00	25	41.66	1	1.67	1	1.67	0	0.00	30	50.00	26	43.33	3	5.00	1	1.67	0	0.00

VI: Very Important**Imp.:** Important**LI :**Less Important**Least I:** Least Important**NI :** Not Important

4.2.1.3. Statement-wise job perception of Professors and Pooled sample

Table 7 presents the statement wise data on job perception of Professors and Pooled sample. It was observed that, a larger proportion (71.67 %) of Professors perceived the statement, ‘contributing to the planning and development of a high quality curriculum’ as **‘very important’**, followed by ‘maintaining records to monitor student progress and achievement’ (65.00 %), ‘conducting the examination, evaluating the answer sheets of the students and declaring the results as per the schedule developed by the university’ (61.67 %), ‘carrying out independent research and act as principal investigator and project leader’ (61.67 %), ‘preparation of course-wise teaching aids and manuals in advance as per the syllabus’ (58.33 %), ‘recognizing and developing leadership qualities amongst students’ (58.33 %), ‘conducting group meetings, field days and field trips to convince farmers about new technology in the adopted villages’ (58.33 %), ‘writing or contribute to publications or disseminate research findings using other appropriate media’ (56.67 %), ‘seeking practical application of research findings’ (56.67 %), ‘maintaining office records and information files up-to-date and submitting the reports to the higher authorities on time’ (51.67 %), ‘preparing and distributing the quality study/ reference material, e-notes for the courses as per the syllabus’ (50.00 %), ‘conducting research and collaborative partnerships with other educational institutions or other bodies’ (50.00 %), ‘participating in the development, administration and marking of exams and other assessments’ (48.33 %), ‘developing an overall curriculum based on the needs of student’ (48.33 %), ‘attending regularly the staff meeting conducted by the University/Department’ (46.67 %) and ‘participating in academic conferences, symposia and seminars’ (46.67 %).

More number (53.33 %) of professors perceived the below statements, as **“important”** in that order; ‘involving in sports and cultural activities’, ‘providing the Teaching assistant with the requisite information regarding the classroom management structure, discipline plan, and expectations for students’ (51.67 %), ‘working with students to ensure whatever knowledge and skills learnt in the training will be practiced’ (51.67 %), ‘participating in academic conferences, symposia and seminars’ (51.67 %), ‘working with rural youth to promote agriculture development’ (51.67 %), ‘conducting RAWA program in the villages’ (51.67 %), ‘conducting classes in the Training Institutes as resource persons’ (51.67 %), ‘participating the bimonthly workshops, annual Krishimela, Field days and Exhibitions’ (50.00 %), and ‘conducting research and collaborative partnerships with other educational institutions or other bodies’ (48.33 %).

In Pooled situation, a large number of (70.00 %) teachers perceived the statement, ‘conducting the examination, evaluating the answer sheets of the students and declaring the results as per the schedule developed by the university’ as **‘very important’**. This was followed by, ‘contributing to the planning and development of a high quality curriculum’ (63.33 %), ‘preparation of course-wise teaching aids and manuals in advance as per the syllabus’ (62.22 %), ‘contributing to the planning and

development of a high quality curriculum' (56.67 %), 'carrying out independent research and act as principal investigator and project leader' (55.56 %), 'consultation and advising the students as chairman or member of Advisory Committee' (53.89 %), 'preparing and distributing the quality study/ reference material, e-notes for the courses as per the syllabus' (52.22 %), 'attending regularly the staff meeting conducted by the University/Department' (51.67 %), 'maintaining office records and information files up-to-date and submitting the reports to the higher authorities on time' (50.56 %), 'writing or contribute to publications or disseminate research findings using other appropriate media' (50.56 %), 'recognizing and developing leadership qualities amongst students' (49.44 %), 'working with students to ensure whatever knowledge and skills learnt in the training will be practiced' (49.44 %), 'conducting group meetings, field days and field trips to convince farmers about new technology in the adopted villages' (49.44 %), 'seeking practical application of research findings' (49.44 %), 'conducting RAW program in the villages' (47.77 %) and 'working with rural youth to promote agriculture development' (46.67 %).

More number (59.44 %) of respondents in Pooled situation perceived as '**important**' the below statement, 'conducting classes in the Training Institutes as resource persons'. Followed by, 'involving in sports and cultural activities' (56.11 %), 'participating in academic conferences, symposia and seminars' (52.78 %), 'participating the bimonthly workshops, annual Krishimela, Field days and Exhibitions' (52.22 %), 'providing the Teaching assistant with the requisite information regarding the classroom management structure, discipline plan, and expectations for students' (51.67 %), 'developing an overall curriculum based on the needs of student' (51.67 %), 'conducting research and collaborative partnerships with other educational institutions or other bodies' (50.56 %), 'seeking practical application of research findings' (48.89 %), 'participating in expert evaluation teams assigned by the university' (47.78 %), 'participating in the development, administration and marking of exams and other assessments' (47.22 %) and 'writing or contribute to publications or disseminate research findings using other appropriate media' (47.22 %).

An equal number (48.33 %), each of the Professors has perceived the statement 'consultation and advising the students as chairman or member of Advisory Committee' as '**very important**' and '**important**'. It can be concluded that a greater proportion of Professors has perceived the job perception statements as '**very important**' and '**important**'.

Table 7. Statement- wise Job perception of Professors and Pooled sample

SL No	Statements	Professors (n=60)										Pooled sample (n=180)									
		VI		Imp.		LI		Least I		NI		VI		Imp.		LI		Least I		NI	
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
1	Preparing and distributing the quality study/ reference material, e-notes for the courses as per the syllabus.	30	50.00	27	45.00	3	5.00	0	0.00	0	0.00	94	52.22	77	42.78	8	4.44	1	0.56	0	0.00
2	Preparation of course-wise teaching aids and manuals in advance as per the syllabus.	35	58.33	24	40.00	1	1.67	0	0.00	0	0.00	112	62.22	63	35.00	4	2.22	0	0.00	1	0.56
3	Conducting the examination, evaluating the answer sheets of the students and declaring the results as per the schedule developed by the university	37	61.67	22	36.67	1	1.66	0	0.00	0	0.00	126	70.00	51	28.33	3	1.67	0	0.00	0	0.00
4	Contributing to the planning and development of a high quality curriculum.	43	71.67	15	25.00	2	3.33	0	0.00	0	0.00	114	63.33	62	34.44	4	2.23	0	0.00	0	0.00
5	Maintaining records to monitor student progress and achievement..	39	65.00	20	33.33	1	1.67	0	0.00	0	0.00	102	56.67	73	40.56	5	2.77	0	0.00	0	0.00
6	Participating in the development, administration and marking of exams and other assessments	29	48.33	27	45.00	4	6.67	0	0.00	0	0.00	77	42.78	85	47.22	18	10.00	0	0.00	0	0.00
7	Involving in sports and cultural activities.	8	13.33	32	53.33	16	26.68	2	3.33	2	3.33	45	25.00	101	56.11	30	16.67	2	1.11	2	1.11
8	Providing the Teaching assistant with the requisite information regarding the classroom management structure, discipline plan, and expectations for students.	24	40.00	31	51.67	5	8.33	0	0.00	0	0.00	71	39.44	93	51.67	16	8.89	0	0.00	0	0.00

Sl. No	Statements	Professors (n= 60)										Pooled sample (n= 180)									
		VI		Imp.		LI		Least I		NI		VI		Imp.		LI		Least I		NI	
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
9	Developing an overall curriculum based on the needs of student.	29	48.33	28	46.67	3	5.00	0	0.00	0	0.00	81	45.00	93	51.67	6	3.33	0	0.00	0	0.00
10	Recognizing and developing leadership qualities amongst students.	35	58.33	22	36.67	3	5.00	0	0.00	0	0.00	89	49.44	79	43.89	11	6.11	0	0.00	1	0.56
11	Working with students to ensure whatever knowledge and skills learnt in the training will be practiced.	24	40.00	31	51.67	5	8.33	0	0.00	0	0.00	89	49.44	81	45.00	10	5.56	0	0.00	0	0.00
12	Maintaining office records and information files up-to-date and submitting the reports to the higher authorities on time.	31	51.67	27	45.00	2	3.33	0	0.00	0	0.00	91	50.56	79	43.88	9	5.00	1	0.56	0	0.00
13	Attending regularly the staff meeting conducted by the University/Department.	28	46.67	27	45.00	4	6.66	1	1.67	0	0.00	93	51.67	80	44.44	6	3.33	1	0.56	0	0.00
14	Participating in academic conferences, symposia and seminars.	28	46.67	31	51.67	1	1.66	0	0.00	0	0.00	79	43.89	95	52.78	5	2.78	1	0.55	0	0.00
15	Participating in expert evaluation teams assigned by the university.	26	43.33	28	46.67	5	8.33	1	1.67	0	0.00	81	45.00	86	47.78	11	6.11	2	1.11	0	0.00
16	Consultation and advising the students as chairman or member of Advisory Committee.	29	48.33	29	48.33	2	3.34	0	0.00	0	0.00	97	53.89	78	43.33	5	2.78	0	0.00	0	0.00
17	Conducting group meetings, field days and field trips to convince farmers about new technology in the adopted villages.	35	58.33	25	41.67	0	0.00	0	0.00	0	0.00	89	49.44	83	46.12	8	4.44	0	0.00	0	0.00

SL No	Statements	Professors (n=60)										Pooled sample (n= 180)									
		VI		Imp.		LI				NI		VI		Imp.		LI		Least I		NI	
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
18	Working with rural youth to promote agriculture development.	21	35.00	31	51.67	5	8.33	3	5.00	0	0.00	84	46.67	83	46.11	9	5.00	3	1.66	1	0.56
19	Conducting RAWE program in the villages.	23	38.33	31	51.67	6	10.00	0	0.00	0	0.00	86	47.77	81	45.00	10	5.56	2	1.11	1	0.56
20	Participating the bimonthly workshops, annual Krishimela, Field days and Exhibitions.	26	43.33	30	50.00	4	6.67	0	0.00	0	0.00	72	40.00	94	52.22	11	6.11	1	0.56	2	1.11
21	Conducting classes in the Training Institutes as resource persons.	26	43.33	31	51.67	3	5.00	0	0.00	0	0.00	64	35.56	107	59.44	9	5.00	0	0.00	0	0.00
22	Conducting research and collaborative partnerships with other educational institutions or other bodies.	30	50.00	29	48.33	1	1.67	0	0.00	0	0.00	81	45.00	91	50.56	8	4.44	0	0.00	0	0.00
23	Writing or contribute to publications or disseminate research findings using other appropriate media.	34	56.67	25	41.66	1	1.67	0	0.00	0	0.00	91	50.56	85	47.22	4	2.22	0	0.00	0	0.00
24	Seeking practical application of research findings..	34	56.67	26	43.33	0	0.00	0	0.00	0	0.00	89	49.44	88	48.89	2	1.11	1	0.56	0	0.00
25	Carrying out independent research and act as principal investigator and project leader.	37	61.67	17	28.33	5	8.33	1	1.67	0	0.00	100	55.56	68	37.77	9	5.00	3	1.67	0	0.00

VI: Very Important

Imp.: Important

LI: Less Important

Least I: Least Important

NI: Not Important

4.2.2. Overall job perception of teachers

4.2.1.1. Overall job perception of UAS (B) and UAS (D) teachers

Table 8 presents the data on the overall job perception of UAS (B) and UAS (D) teachers. The results reveal that 38.89 per cent of UAS (B) teachers were belonging to high level of job perception category, whereas 31.11 and 30.00 per cent of the teachers were belonging to medium and low categories of job perception, respectively. A majority (70.00 %) of UAS (B) teachers were belonging to medium to high level of job perception categories.

Table 8. Overall job perception of UAS (B) and UAS (D) teachers

SL. No.	Job perception	Teachers			
		UAS (B) (n= 90)		UAS (D) (n= 90)	
		Number	%	Number	%
1	Low	27	30.00	28	31.11
2	Medium	28	31.11	29	32.22
3	High	35	38.89	33	36.67
Total		90	100.00	90	100.00

Table 8 also reveals that as high as 36.67 per cent of UAS (D) teachers were belonging to high level of job perception category, while 32.22 and 31.11 per cent of the teachers were belonging to medium and low level of job perception categories, respectively. More than half of the UAS (D) teachers (68.89 %) were belonging to medium to high level of job perception categories. Perception being an individual construct it is natural that it will vary from person to person. The reasons for more favorable job perception by majority may be due to that job responsibilities do not change. The present findings were in agreement with the findings of Reddy (1982), Ramakrishna Rao (1985), Aimable (2011), and Aimable and Manjunath (2012).

4.2.1.2. Overall job perception of Assistant Professors, Associate Professors, Professors and Pooled sample

The data in Table 9 presents the results of the overall job perception of Assistant Professors, Associate Professors, Professors and Pooled sample. The results in Table 9 reveal that an equal number of Assistant Professors were found in low (33.33 %), medium (33.33 %) and high (33.34 %) levels of job perception.

Forty per cent of Associate Professors were found in high level of job perception category, followed by an equal number of Associate Professors belonging

to medium (30.00 %) and low (30.00 %) levels of job perception categories. As high as 70.00 per cent of the Associate Professors were belonging to medium to high levels of job perception categories.

Table 9. Overall job perception of Assistant Professors, Associate Professors, Professors and Pooled sample

SL. No.	Job perception	Teachers							
		Asst. Prof. (n= 60)		Assoc. Prof. (n= 60)		Professor (n= 60)		Pooled sample (n=180)	
		No.	%	No.	%	No.	%	No.	%
1	Low	20	33.33	18	30.00	17	28.33	55	30.55
2	Medium	20	33.33	18	30.00	19	31.66	57	31.66
3	High	20	33.34	24	40.00	24	40.01	68	37.79
Total		60	100.00	60	100.00	60	100.00	180	100.00

A larger number of Professors (40.01 %) were belonging to high level of job perception category, while 31.66 and 28.33 per cent of them were belonging to medium and low level of job perception categories, respectively. A majority (71.67 %) of the Professors were belonging to medium to high levels of job perception categories.

With respect to the pooled sample, it was found that 37.79 per cent of the teachers were belonging to high level of job perception, whereas 31.66 and 30.55 per cent of the teachers were belonging to medium and low level of job perception categories, respectively. A majority (69.45 %) of the teachers were belonging to medium to high level of job perception categories.

As it seen the trend of perception percentage in Assistant Professors is mostly the same, but in Associate Professors, Professors and Pooled sample is increasing from low to high, it may be because of the level of seniority and years of experiences.

4.3. Job performance of teachers

4.3.1. Statement-wise Job performance of teachers

4.3.1.1. Statement-wise Job performance of teachers of UAS (B) and UAS (D)

Table 10 presents the data on the statement-wise job performance of teachers working in UAS (B) and UAS (D). It is observed from Table 10 that majority of UAS (B) teachers were '**most efficient**' with respect to statements: "I maintain a

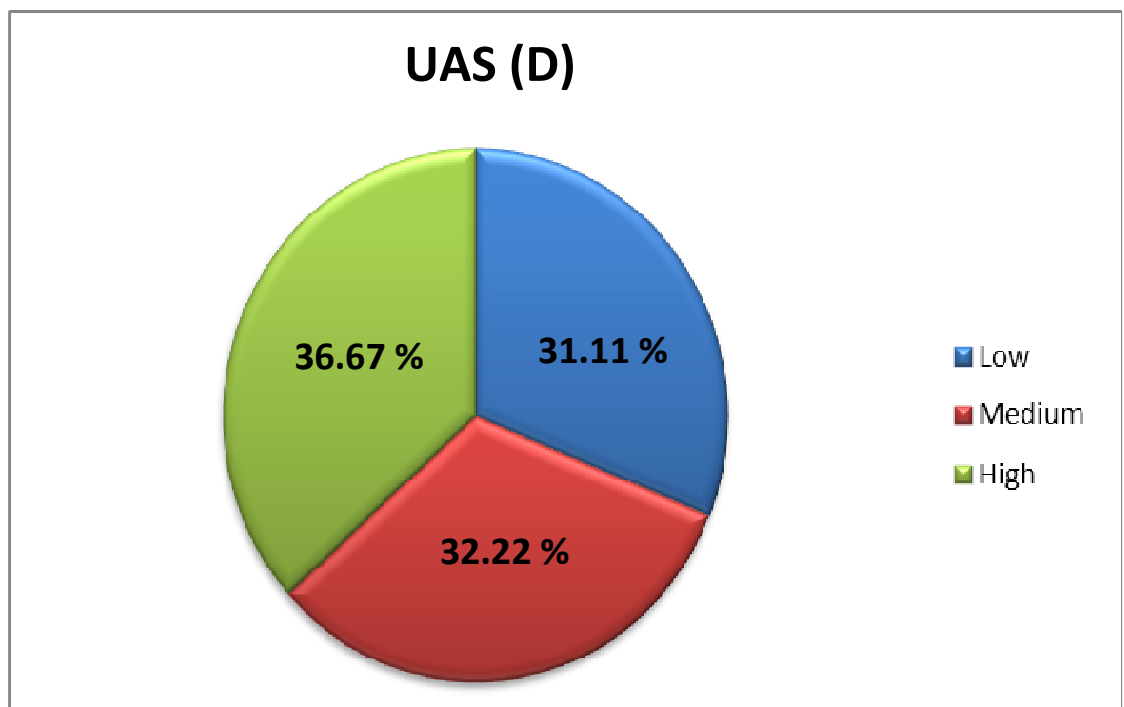
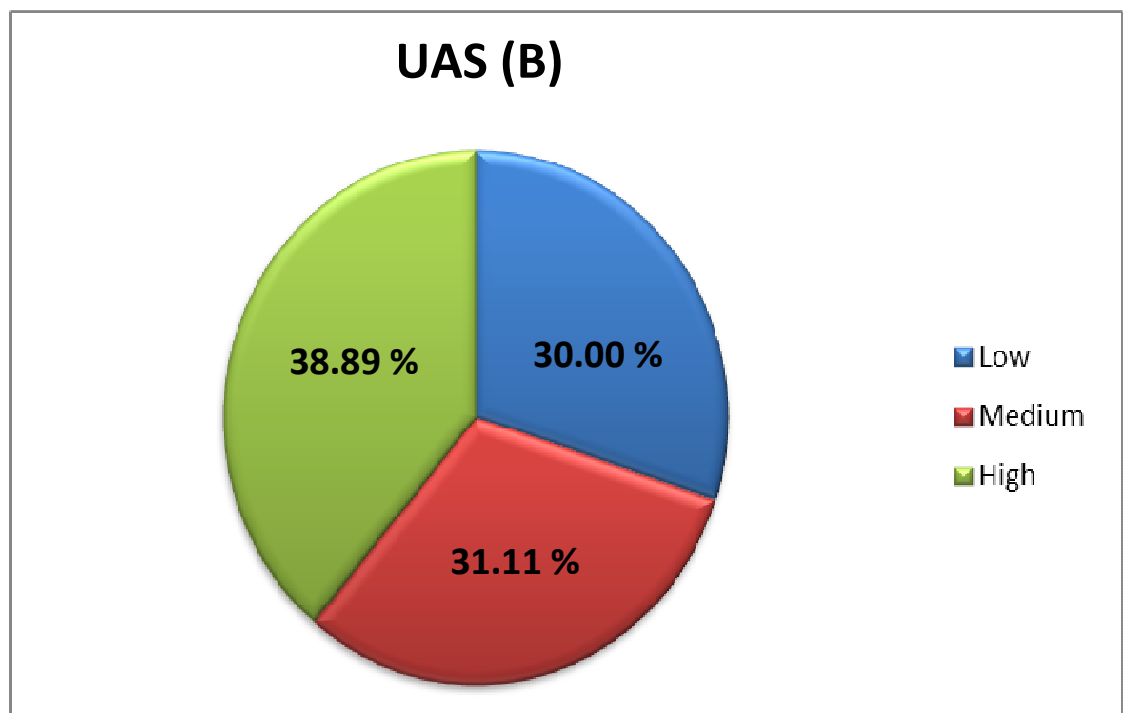


Fig. 3: Overall Job Perception of UAS (B) and UAS (D) teachers

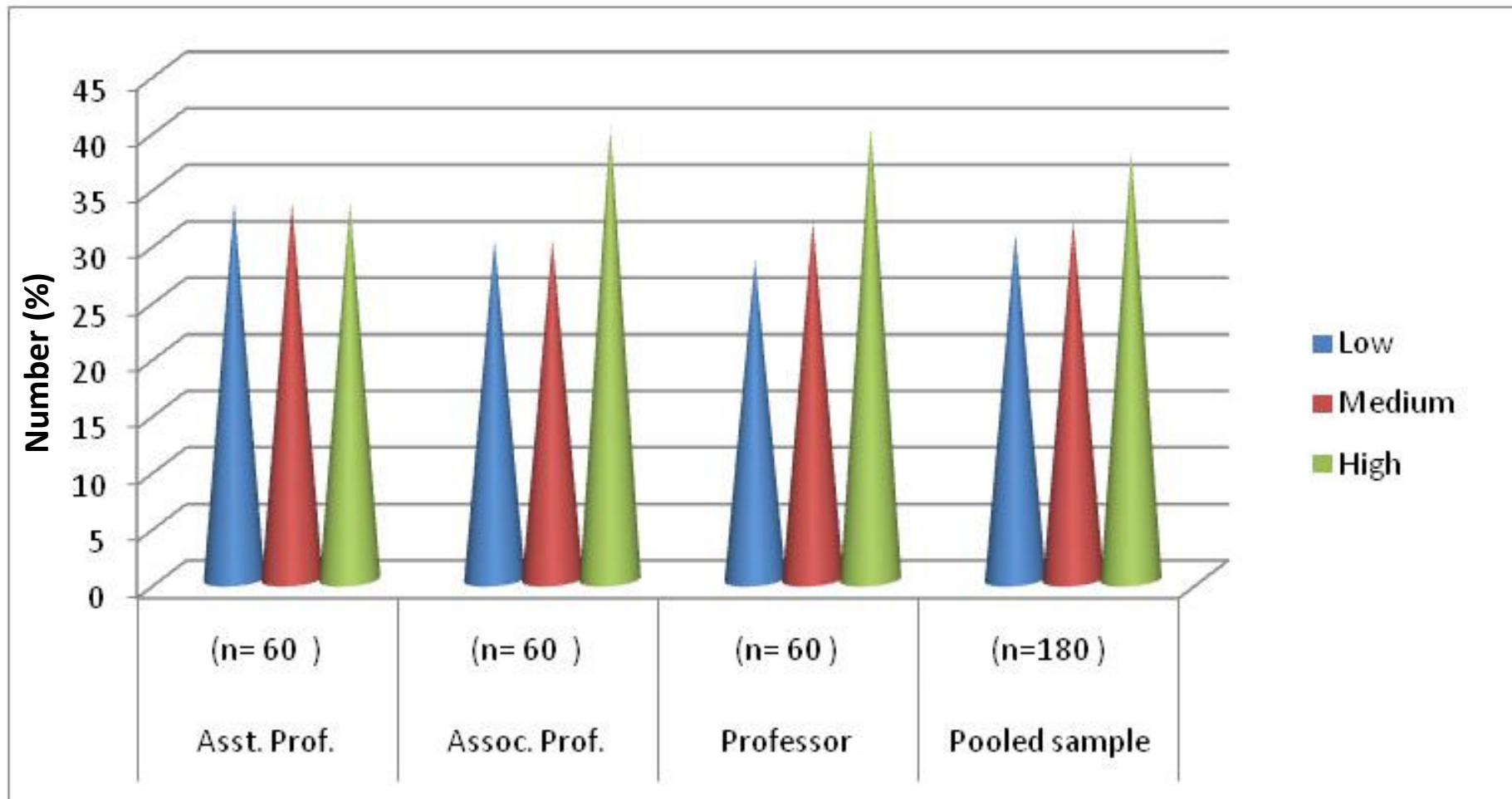


Fig. 4: Overall Job perception of Assistant Professors, Associate Professors, Professors and Pooled sample

professional behavior, participate in professional growth opportunities, demonstrate an understanding of the curriculum, and contribute to the profession (54.44 %)” and “My job of teaching results in acceptable, measurable student progress (53.33 %).” Whereas a larger proportion of UAS (B) teachers were ‘**efficient**’ in respect of statements such as: “I provide a well-managed, safe student-centered environment that is academically challenging (63.34 %),” “I analyze assessment data to measure student progress and guide immediate and long range instruction (61.11 %),” “I promote student learning by addressing individual learning differences and by using effective instructional strategies (61.11 %),” “I use data to plan appropriate curricula, implement instructional strategies, and use resources to promote learning for all students (55.56 %)” and “I communicate effectively with students, staff, parents, and the community (50.00 %).” It can be inferred that more number of UAS (B) teachers were ‘more efficient’ and ‘efficient’ with respect to the statements pertaining to job performance.

Table 10 also reveals that a greater proportion of UAS (D) teachers were ‘**most efficient**’ with respect to statements: “I maintain a professional behavior, participate in professional growth opportunities, demonstrate an understanding of the curriculum, and contribute to the profession (51.11 %)” and “I communicate effectively with students, staff, parents, and the community (50.00 %).” Whereas a larger proportion of UAS (D) teachers were ‘**efficient**’ in respect of statements such as: “I use data to plan appropriate curricula, implement instructional strategies, and use resources to promote learning for all students (55.56 %),” “I promote student learning by addressing individual learning differences and by using effective instructional strategies (55.56 %),” “I analyze assessment data to measure student progress and guide immediate and long range instruction (53.34 %),” “I provide a well-managed, safe student-centered environment that is academically challenging (53.33 %)” and “My job of teaching results in acceptable, measurable student progress (51.11 %).”

It can be inferred that more number of UAS (D) teachers were ‘**most efficient**’ and ‘**efficient**’ with respect to the statements pertaining to job performance.

Table 10. Statement- wise job performance of UAS (B) and UAS (D) teachers

Sl. No.	Statements	UAS (B) (n= 90)						UAS (D) (n= 90)					
		Most Efficient		Efficient		Less Efficient		Most Efficient		Efficient		Less Efficient	
		No	%	No.	%	No.	%	No	%	No	%	No	%
1	I use data to plan appropriate curricula, implement instructional strategies, and use resources to promote learning for all students.	38	42.22	50	55.56	2	2.22	40	44.44	50	55.56	0	0.00
2	I promote student learning by addressing individual learning differences and by using effective instructional strategies.	31	34.45	55	61.11	4	4.44	37	41.11	50	55.56	3	3.33
3	I analyze assessment data to measure student progress and guide immediate and long range instruction.	29	32.22	55	61.11	6	6.67	38	42.22	48	53.34	4	4.44
4	I provide a well-managed, safe student-centered environment that is academically challenging.	30	33.33	57	63.34	3	3.33	39	43.34	48	53.33	3	3.33
5	I communicate effectively with students, staff, parents, and the community.	43	47.78	45	50.00	2	2.22	45	50.00	44	48.89	1	1.11
6	I maintain a professional behavior, participate in professional growth opportunities, demonstrate an understanding of the curriculum, and contribute to the profession.	49	54.44	39	43.34	2	2.22	46	51.11	41	45.56	3	3.33
7	My job of teaching results in acceptable, measurable student progress.	48	53.33	41	45.56	1	1.11	43	47.78	46	51.11	1	1.11

4.3.1.2. Statement-wise job performance of Assistant Professors and Associate Professors

Table 11 presents the statement wise data on job performance of Assistant Professors and Associate Professors. It is observed from Table 11 that more number of Assistant Professors were '**most efficient**' with respect to statements: "I maintain a professional behavior, participate in professional growth opportunities, demonstrate an understanding of the curriculum, and contribute to the profession (50.00 %)" and "My job of teaching results in acceptable, measurable student progress (50.00 %)". Whereas a greater proportion of Assistant Professors were '**efficient**' in respect of statements such as: "I promote student learning by addressing individual learning differences and by using effective instructional strategies (65.00 %)", "I use data to plan appropriate curricula, implement instructional strategies, and use resources to promote learning for all students (61.67 %)", "I provide a well-managed, safe student-centered environment that is academically challenging (61.67 %)", "I analyze assessment data to measure student progress and guide immediate and long range instruction (60.00 %)" and "I communicate effectively with students, staff, parents, and the community (60.00 %)". It can be inferred that more number of Assistant professors were 'most efficient' and 'efficient' with respect to the statements pertaining to job performance.

Table 11 also reveals that more numbers of Associate Professor were '**most efficient**' with respect to statement: "I maintain a professional behavior, participate in professional growth opportunities, demonstrate an understanding of the curriculum, and contribute to the profession (53.33 %)". Whereas a greater proportion of Associate Professors were '**efficient**' in respect of statements such as: "I analyze assessment data to measure student progress and guide immediate and long range instruction (65.00 %)", "I provide a well-managed, safe student-centered environment that is academically challenging (58.33 %)", "I promote student learning by addressing individual learning differences and by using effective instructional strategies (56.66 %)", "My job of teaching results in acceptable, measurable student progress (51.11 %)" and "I communicate effectively with students, staff, parents, and the community (53.33 %)".

An equal number (50.00 %) of the Associate Professors has quoted the statement: "I use data to plan appropriate curricula, implement instructional strategies, and use resources to promote learning for all students" as 'most efficient' and '**efficient**'. It can be concluded that more number of Associate Professors were '**more efficient**' and '**efficient**' with respect to the statements pertaining to job performance.

Table 11. Statement- wise job performance of Assistant Professors and Associate Professors

Sl. No.	Statements	Assistant Professors (n= 60)						Associate Professors (n= 60)					
		Most Efficient		Efficient		Less Efficient		Most Efficient		Efficient		Less Efficient	
		No	%	No	%	No	%	No	%	No	%	No	%
1	I use data to plan appropriate curricula, implement instructional strategies, and use resources to promote learning for all students.	22	36.67	37	61.67	1	1.66	30	50.00	30	50.00	0	0.00
2	I promote student learning by addressing individual learning differences and by using effective instructional strategies.	20	33.33	39	65.00	1	1.67	25	41.67	34	56.66	1	1.67
3	I analyze assessment data to measure student progress and guide immediate and long range instruction.	20	33.33	3	60.00	4	6.67	21	35.00	39	65.00	0	0.00
4	I provide a well-managed, safe student-centered environment that is academically challenging.	20	33.33	37	61.67	3	5.00	24	40.00	35	58.33	1	1.67
5	I communicate effectively with students, staff, parents, and the community.	24	40.00	36	60.00	0	0.00	28	46.67	32	53.33	0	0.00
6	I maintain a professional behavior, participate in professional growth opportunities, demonstrate an understanding of the curriculum, and contribute to the profession.	30	50.00	26	43.33	4	6.67	32	53.33	28	46.67	0	0.00
7	My job of teaching results in acceptable, measurable student progress.	30	50.00	29	48.33	1	1.67	27	45.00	33	55.00	0	0.00

4.3.1.3. Statement-wise job performance of Professors and pooled sample

Table 12 presents the statement wise data on job performance of Professors and Pooled sample. The results in Table 12 indicated that more number of Professors were '**most efficient**' with respect to statements: "I communicate effectively with students, staff, parents, and the community (60.00 %)", "my job of teaching results in acceptable, measurable student progress (56.66 %)" and "I maintain a professional behavior, participate in professional growth opportunities, demonstrate an understanding of the curriculum, and contribute to the profession (55.00 %)". Whereas a larger proportion of Professors were '**efficient**' in respect of statements such as: "I use data to plan appropriate curricula, implement instructional strategies, and use resources to promote learning for all students (55.00 %)", "I provide a well-managed, safe student-centered environment that is academically challenging (55.00 %)", "I promote student learning by addressing individual learning differences and by using effective instructional strategies (53.34 %)" and "I analyze assessment data to measure student progress and guide immediate and long range instruction (46.67 %)". It can be concluded that more number of Professors were 'most efficient' and 'efficient' with respect to the statements pertaining to job performance.

Table 12 also reveals that more numbers of teachers in Pooled sample were '**most efficient**' with respect to statements: "I maintain a professional behavior, participate in professional growth opportunities, demonstrate an understanding of the curriculum, and contribute to the profession (52.78 %)" and "my job of teaching results in acceptable, measurable student progress (50.56 %)". Whereas a greater proportion of teachers in Pooled situation were '**efficient**' in respect of statements such as: "I provide a well-managed, safe student-centered environment that is academically challenging (58.34 %)", "I promote student learning by addressing individual learning differences and by using effective instructional strategies (58.33 %)", "I analyze assessment data to measure student progress and guide immediate and long range instruction (57.22 %)", "I use data to plan appropriate curricula, implement instructional strategies, and use resources to promote learning for all students (55.56 %)" and "I communicate effectively with students, staff, parents, and the community (49.44 %)". It can be inferred that more number of teachers in Pooled situation were 'most efficient' and 'efficient' with respect to the statements pertaining to job performance.

Table 12. Statement- wise job performance of Professors and Pooled sample

Sl.No.	Statements	Professors (n= 60)						Pooled sample (n= 180)					
		Most Efficient		Efficient		Less Efficient		Most Efficient		Efficient		Less Efficient	
		No	%	No	%	No	%	No	%	No	%	No	%
1	I use data to plan appropriate curricula, implement instructional strategies, and use resources to promote learning for all students.	26	43.33	33	55.00	1	1.67	78	43.33	100	55.56	2	1.11
2	I promote student learning by addressing individual learning differences and by using effective instructional strategies.	23	38.33	32	53.34	5	8.33	68	37.78	105	58.33	7	3.89
3	I analyze assessment data to measure student progress and guide immediate and long range instruction.	26	43.33	28	46.67	6	10.00	67	37.22	103	57.22	10	5.56
4	I provide a well-managed, safe student-centered environment that is academically challenging.	25	41.67	33	55.00	2	3.33	69	38.33	105	58.34	6	3.33
5	I communicate effectively with students, staff, parents, and the community.	36	60.00	21	35.00	3	5.00	88	48.89	89	49.44	3	1.67
6	I maintain a professional behavior, participate in professional growth opportunities, demonstrate an understanding of the curriculum, and contribute to the profession.	33	55.00	26	43.33	1	1.67	95	52.78	80	44.44	5	2.78
7	My job of teaching results in acceptable, measurable student progress.	34	56.66	25	41.67	1	1.67	91	50.56	87	48.33	2	1.11

4.3.2. Overall job performance of teachers

4.3.1.1. Overall job performance of teachers of UAS (B) and UAS (D)

Data provided in Table 13 gives a picture about the overall job performance of teachers of UAS (B) and UAS (D). Table 13 indicates that a greater number (36.68 %) of UAS (B) teachers were belonging to high level of job performance, while 34.44 and 28.88 per cent of them were having belonging to medium and low level of job performance categories. As high 71.12 per cent of UAS (B) teachers were found in medium to high levels of job performance categories.

Table 13. Overall job performance of UAS (B) and UAS (D) teachers

SL. No.	Job performance	Teachers			
		UAS (B) (n= 90)		UAS (D) (n= 90)	
		Number	%	Number	%
1	Low	26	28.88	28	31.11
2	Medium	31	34.44	29	32.21
3	High	33	36.68	33	36.68
Total		90	100.00	90	100.00

It could also be seen from Table 13 that more number of (36.68 %) of UAS (D) teachers were belonging to high level of job performance, while 32.21 per cent were having medium and 31.11 per cent of them were belonging to low level of job performance categories. A majority (68.89 %) of the UAS (D) teachers were found in medium to high levels of job performance categories. The job performance is supposed to be related to job perception and job satisfaction. An individual can perform better, if he has higher level of job satisfaction and perceived his job very well. This is may be due to the accessibility of Information Communication Technology (ICT) facilities like computers, internet that the university has put in place to facilitate teachers to perform their job. The results are in similar line with the findings of Siddaramaiah and Shivalingegowda (1987), Narasimhagowda (1989), Mohan (2000), Aimable (2011), Punraj (2013) and Gopika (2014) where majority of the respondents rated themselves in a high performance category.

4.3.1.2. Overall job performance of Assistant Professors, Associate Professors, Professors and Pooled sample

The results in Table 14 presents the data on the overall job performance of Assistant Professors, Associate Professors, Professors and Pooled sample. It could be seen from Table 14 that 35.00 per cent of the Assistant Professors were belonging to low level of job performance, while one-third (33.34 %) and 31.66 per cent of the Assistant Professors were belonging to medium to high level of job performance

categories. As high as 68.34 per cent of the Assistant Professors were belonging to medium to low level of job performance categories.

More number (38.34 %) of Associate Professors were belonging to high level of job performance, whereas 31.66 and 30.00 per cent of them were belonging to medium and low levels of job performance categories. A majority (70.00 %) of the Associate Professors were belonging to medium and high levels of job performance categories.

Forty per cent of the Professors were belonging to high level of job performance category, while 35.00 and 25.00 per cent of them were belonging to medium and low levels of job performance categories. A vast majority (75.00 %) of the Professors were belonging to medium and high levels of job performance categories.

In respect of pooled sample, 36.67 per cent of the teachers were belonging to high level of job performance category, while one-third (33.33 %) and 30.00 per cent of them were belonging to medium and low level of job performance categories. A majority of 70.00 per cent of the teachers were belonging to medium to high level of job performance categories. The reasons for low performance of Assistant Professors may be due to inadequate supporting environment including as co-ordination, recognition etc. However Associate Professors and Professors are in high level of job performance as the results revealed. Further, the working conditions might also have differed from area to area within the state, thus the resulting in this type of findings indicating a great scope for improvement.

Table14. Overall job performance of Assistant Professors, Associate Professors, Professors and Pooled sample

SL. No.	Job performance	Teachers							
		Asst. Prof. (n=60)		Assoc. Prof. (n=60)		Professor (n=60)		Pooled sample (n=180)	
		No.	%	No.	%	No.	%	No.	%
1	Low	21	35.00	18	30.00	15	25.00	54	30.00
2	Medium	20	33.34	19	31.66	21	35.00	60	33.33
3	High	19	31.66	23	38.34	24	40.00	66	36.67
Total		60	100.00	60	100.00	60	100.00	180	100.00

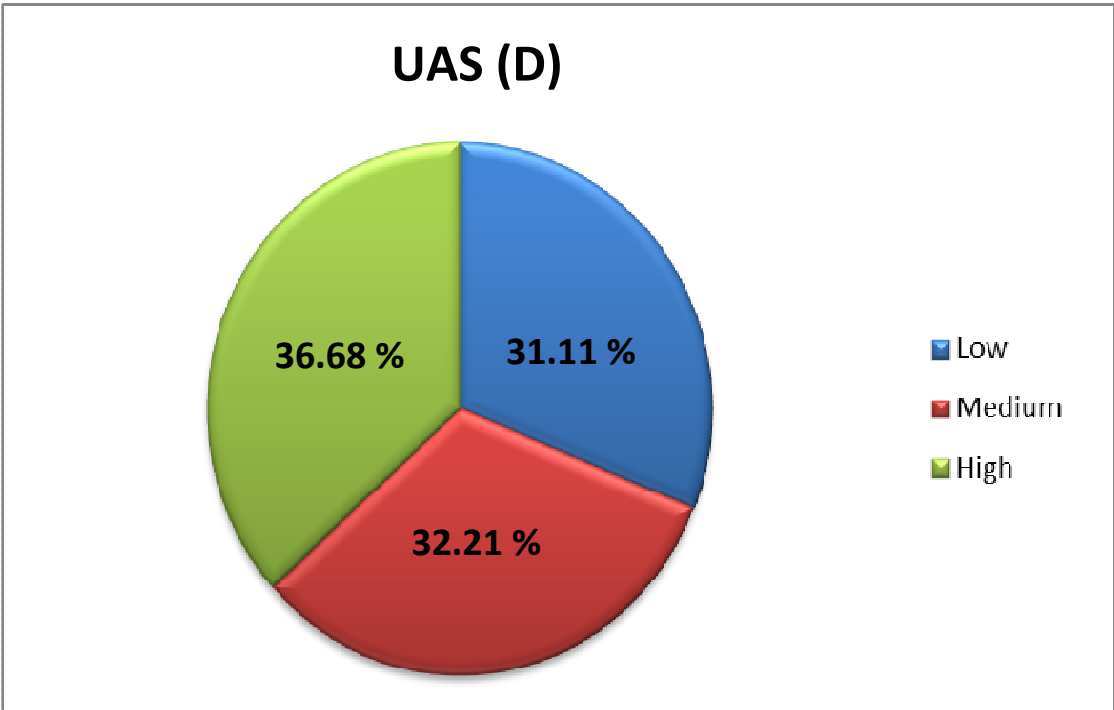
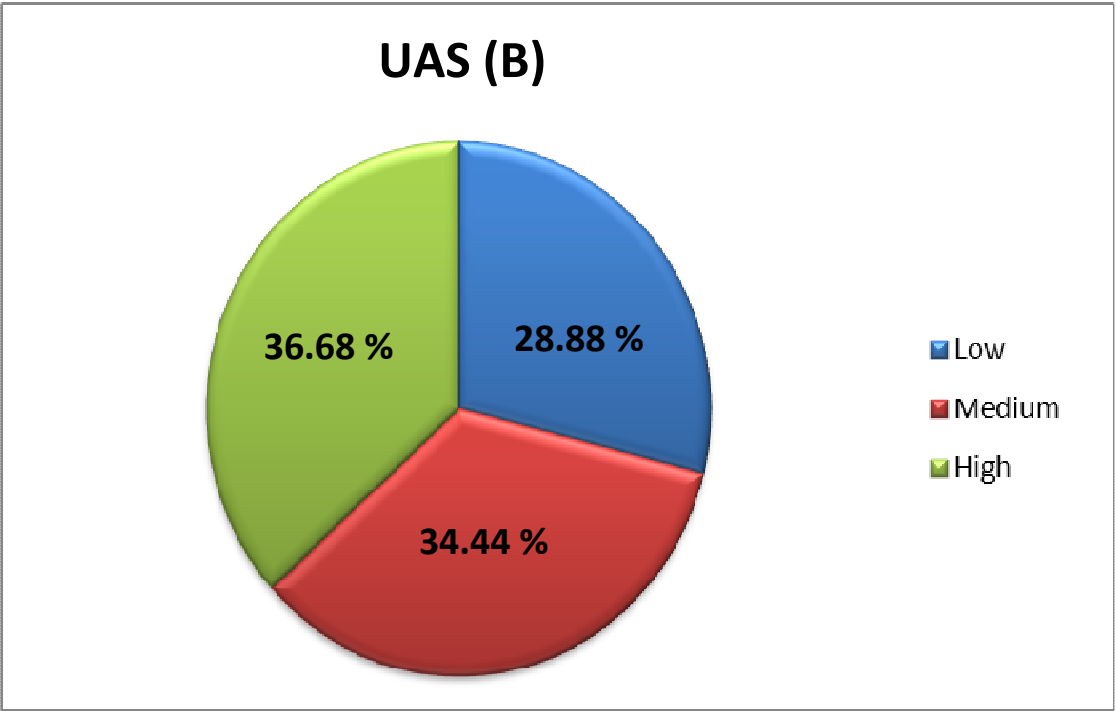


Fig. 5: Overall Job Performance of UAS (B) and UAS (D) teachers

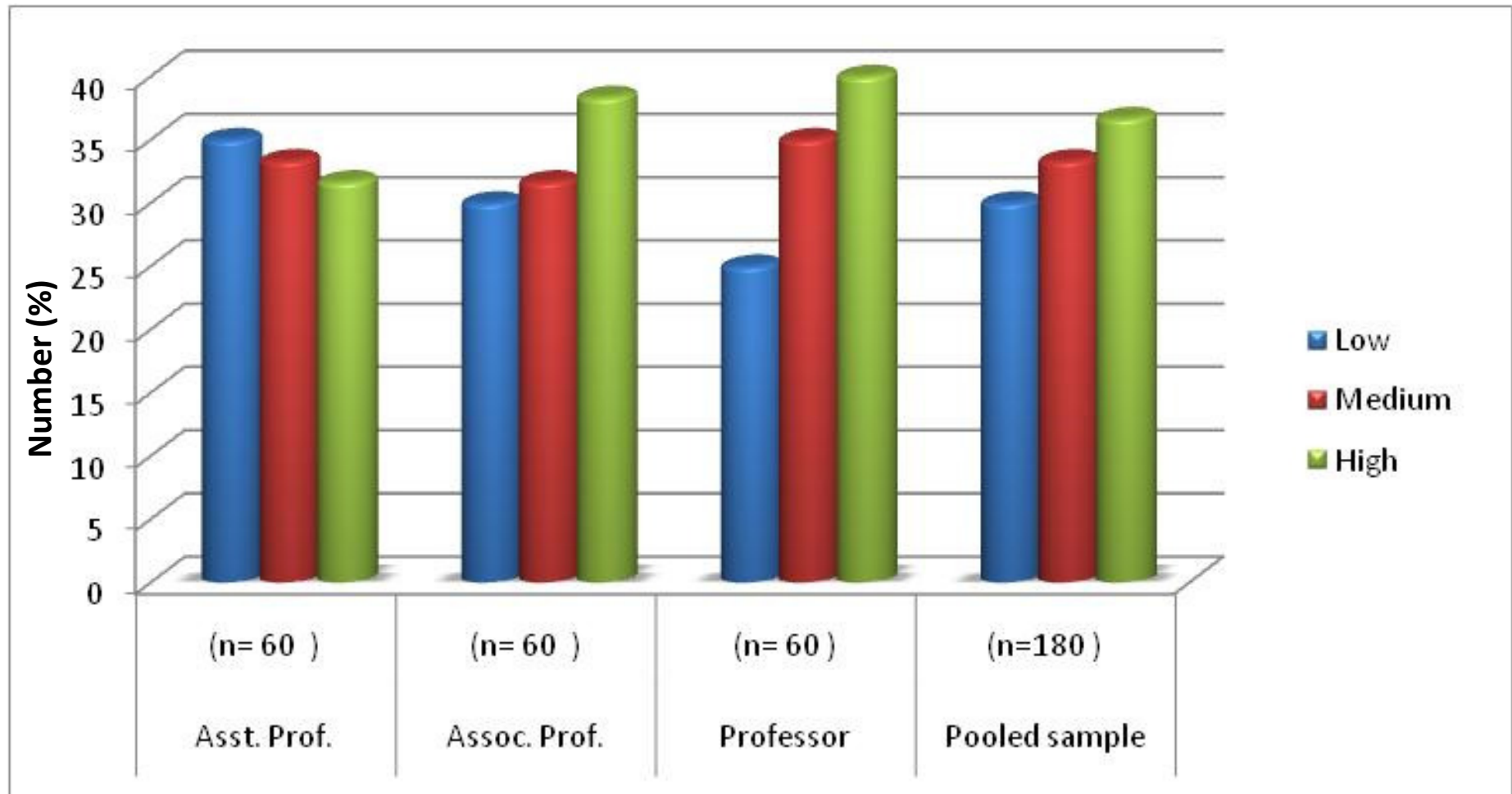


Fig. 6: Overall Job perception of Assistant Professors, Associate Professors, Professors and Pooled sample

4.4. Job satisfaction of teachers

4.4.1. Statement-wise job satisfaction of teachers

4.4.1.1. Statement-wise job satisfaction of UAS (B) and UAS (D) teachers

Table 15 presents the statement wise data on job satisfaction of UAS (B) and UAS (D) teachers. The results in Table 15 indicated that, more number (47.78 %) of UAS (B) teachers quoted the statement, 'posting to the place of liking' as **'very much satisfied'**.

A greater proportion (64.45 %) of UAS (B) teachers quoted the statement, 'budget provided to organize educational activities' as **'satisfied'**. Followed by, 'expressing the professional developmental needs'(64.44 %), 'freedom for flexibility in work provided by the university'(63.34 %), 'opportunities in the job to utilize personal abilities'(62.23 %), 'description of job and responsibilities as a teacher'(61.22 %), 'Scope and opportunity available for self-development'(61.11 %), 'recognition given by the students and colleagues'(60.00 %), 'scope to prove the merit and excellence in the university'(57.78 %), 'policies and procedures of the University in relation to the job' and 'library facilities available in the University' (56.67 %), 'status and prestige as an employee in the university' (55.56 %), 'rewards, recognition and incentives provided by the university for good work'(55.56 %), 'encouragement to participate in seminars, symposia / conferences in India and abroad'(54.45 %), 'present salary commensurate with the work'(54.44 %), 'transport facilities provided at the university'(52.22 %), 'promotional opportunities provided in the present job' (51.11 %), 'pre service training given at the time of joining the post' (48.89%), 'appropriate in-service education programmes leading to promotions are available' (48.89 %), 'provision of equipment, vehicle and other resources necessary to execute the responsibilities' (46.67 %), 'residential facilities provided by the university' (45.56 %), 'medical facilities provided by the university' (44.44 %), 'education facilities available for the children' (43.34 %), 'opportunities created to do higher studies in India and abroad' (43.33 %), 'help guidance and encouragement from superiors' (42.22 %) and 'posting to the place of liking.' (41.11 %).

It could also be seen from Table 15 that more number of (43.34 %) of UAS (D) teachers quoted the statement, 'posting to the place of liking' as **'very much satisfied'**. Followed by, 'recognition given by the students and colleagues' (36.67 %), 'present salary commensurate with the work'(36.67 %), 'status and prestige as an employee in the university' (33.33 %) and 'library facilities available in the University'(33.33 %).

Table15. Statement- wise Job satisfaction of UAS (B) and UAS (D) teachers

SL No	Statements	UAS(B) (n=90)										UAS(D) (n=90)									
		VMS		S		PS		DS		VMDS		VMS		S		PS		DS		VMDS	
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
1	Posting to the place of liking.	43	47.78	37	41.11	6	6.67	3	3.33	1	1.11	39	43.34	40	44.44	10	11.11	1	1.11	0	0.00
2	Pre service training given at the time of joining the post.	6	6.67	44	48.89	13	14.44	17	18.89	10	11.11	12	13.33	50	55.56	19	21.11	7	7.78	2	2.22
3	Policies and procedures of the University in relation to the job.	8	8.89	51	56.67	19	21.11	11	12.22	1	1.11	10	11.11	57	63.34	21	23.33	2	2.22	0	0.00
4	Budget provided to organize educational activities.	13	14.44	58	64.45	18	20.00	1	1.11	0	0.00	8	8.89	34	37.78	37	41.11	6	6.67	5	5.55
5	Description of job and responsibilities as a teacher.	22	24.44	55	61.12	8	8.89	3	3.33	2	2.22	24	26.67	57	63.33	9	10.00	0	0	0	0.00
6	Residential facilities provided by the university.	10	11.11	41	45.56	20	22.22	15	16.67	4	4.44	17	18.89	47	52.22	24	26.67	0	0	2	2.22
7	Help guidance and encouragement from superiors.	14	15.56	38	42.22	27	30.00	10	11.11	1	1.11	15	16.67	55	61.11	20	22.22	0	0	0	0.00
8	Scope and opportunity available for self-development.	19	21.11	55	61.11	16	17.78	0	0	0	0.00	21	23.33	50	55.56	13	14.44	5	5.56	1	1.11
9	Freedom for flexibility in work provided by the university.	20	22.22	57	63.34	9	10.00	4	4.44	0	0.00	23	25.56	47	52.22	16	17.78	3	3.33	1	1.11
10	Medical facilities provided by the university.	8	8.89	40	44.44	26	28.89	11	12.22	5	5.56	15	16.67	45	50.00	26	28.89	4	4.44	0	0.00
11	Scope to prove the merit and excellence in the university.	14	15.56	52	57.78	15	16.66	9	10.00	0	0.00	16	17.78	56	62.22	16	17.78	2	2.22	0	0.00
12	Status and prestige as an employee in the university.	25	27.78	50	55.56	13	14.44	2	2.22	0	0.00	30	33.33	48	53.34	10	11.11	2	2.22	0	0.00
13	Opportunities in the job to utilize personal abilities.	18	20.00	56	62.23	13	14.44	3	3.33	0	0.00	21	23.33	59	65.56	9	10.00	1	1.11	0	0.00

Sl No	Statements	UAS(B)(n=90)										UAS(D)(n=90)									
		VMS		S		PS		DS		VMDS		VMS		S		PS		DS		VMDS	
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
14	Recognition given by the students and colleagues.	27	30.00	54	60.00	8	8.89	1	1.11	0	0.00	33	36.67	46	51.11	10	11.11	1	1.11	0	0.00
15	Promotional opportunities provided in the present job.	25	27.78	46	51.11	10	11.11	5	5.56	4	4.44	27	30.00	50	55.56	13	14.44	0	0.00	0	0.00
16	Present salary commensurate with the work	32	35.56	49	54.44	5	5.56	0	0.00	4	4.44	33	36.67	48	53.33	9	10.00	0	0.00	0	0.00
17	Rewards, recognition and incentives provided by the university for good work.	20	22.22	50	55.56	17	18.89	3	3.33	0	0.00	15	16.67	47	52.22	17	18.89	6	6.66	5	5.56
18	Opportunities created to do higher studies in India and abroad.	10	11.11	39	43.33	25	27.78	9	10.00	7	7.78	14	15.56	42	46.67	26	28.89	7	7.77	1	1.11
19	Encouragement to participate in seminars, symposia/ conferences in India and abroad.	12	13.33	49	54.45	17	18.89	8	8.89	4	4.44	18	20.00	55	61.11	14	15.56	3	3.33	0	0.00
20	.Transport facilities provided at the university.	14	15.56	47	52.22	27	30.00	1	1.11	1	1.11	7	7.78	30	33.34	25	27.78	14	15.55	14	15.55
21	Education facilities available for the children.	9	10.00	39	43.34	21	23.33	13	14.44	8	8.89	15	16.67	48	53.33	24	26.67	2	2.22	1	1.11
22	Provision of equipment, vehicle and other resources necessary to execute the responsibilities.	13	14.44	42	46.67	31	34.45	3	3.33	1	1.11	6	6.67	33	36.67	28	31.11	14	15.55	9	10.00
23	Appropriate in-service education programmes leading to promotions are available.	10	11.11	44	48.89	21	23.33	9	10.00	6	6.67	13	14.45	55	61.11	19	21.11	3	3.33	0	0.00
24	Expressing the professional developmental needs.	16	17.78	58	64.44	14	15.56	2	2.22	0	0.00	14	15.56	47	52.22	19	21.11	7	7.78	3	3.33
25	Library facilities available in the University.	27	30.00	51	56.67	9	10.00	2	2.22	1	1.11	30	33.33	54	60.00	6	6.67	0	0.00	0	0.00

VMS=very much satisfied, S=satisfied, PS=partially satisfied, DS=dissatisfied VMDS= very much dissatisfied

A larger proportion (65.56 %) of UAS (D) teachers quoted the statement, 'opportunities in the job to utilize personal abilities' as '**satisfied**'. This was followed by, 'policies and procedures of the University in relation to the job'(63.34 %), 'scope to prove the merit and excellence in the university'(62.22 %), 'help guidance and encouragement from superiors' (61.11 %), 'encouragement to participate in seminars, symposia / conferences in India and abroad' (61.11 %), 'appropriate in-service education programmes leading to promotions are available'(61.11 %), 'library facilities available in the University'(60.00 %), 'pre service training given at the time of joining the post' (55.56 %), 'scope and opportunity available for self-development' (55.56 %), 'promotional opportunities provided in the present job'(55.56 %), 'status and prestige as an employee in the university'(53.34 %), 'present salary commensurate with the work' and 'education facilities available for the children'(53.33 %), 'freedom for flexibility in work provided by the university' (52.22 %), 'residential facilities provided by the university'(52.22 %), 'rewards, recognition and incentives provided by the university for good work' (52.22 %), 'expressing the professional developmental needs'(52.22 %), 'recognition given by the students and colleagues' and 'education facilities available for the children' (51.11 %), 'medical facilities provided by the university'(50.00 %), 'opportunities created to do higher studies in India and abroad'(46.67 %), 'posting to the place of liking'(44.44 %), 'budget provided to organize educational activities'(37.78 %), 'provision of equipment, vehicle and other resources necessary to execute the responsibilities'(36.67 %) and 'transport facilities provided at the university' (33.34 %).

4.4.1.2. Statement-wise job satisfaction of Assistant Professors and Associate Professors

Table 16 presents the statement wise data on job satisfaction of Assistant Professors and Associate Professors. The results in Table 16 indicated that, more number (51.67 %) of Assistant Professors quoted the statement, 'posting to the place of liking' as '**very much satisfied**', followed by, 'status and prestige as an employee in the university' (45.00 %).

A larger proportion (56.67 %) of Assistant Professors quoted the below statements, as '**satisfied**' in that order 'freedom for flexibility in work provided by the university' and 'appropriate in-service education programmes leading to promotions are available', 'opportunities in the job to utilize personal abilities'(53.34 %), 'present salary commensurate with the work'(53.33 %), 'rewards, recognition and incentives provided by the university for good work'(51.61 %), 'scope and opportunity available for self-development'(50.00 %), 'encouragement to participate in seminars, symposia / conferences in India and abroad' (50.00 %), 'expressing the professional developmental needs'(50.00 %), 'policies and procedures of the University in relation to the job'(48.33 %), 'recognition given by the students and colleagues' (48.33 %), 'library facilities available in the University'(48.33 %), 'budget provided to organize

educational activities'(46.67 %), 'description of job and responsibilities as a teacher' (46.67 %), 'scope to prove the merit and excellence in the university'(46.67 %), 'medical facilities provided by the university'(45.00 %), 'help guidance and encouragement from superiors' (43.33 %), 'promotional opportunities provided in the present job'(43.33 %), 'Pre service training given at the time of joining the post'(40.00 %), 'status and prestige as an employee in the university' (38.34 %), 'provision of equipment, vehicle and other resources necessary to execute the responsibilities'(38.34 %), 'transport facilities provided at the university'(38.33 %), 'posting to the place of liking'(36.67 %), 'education facilities available for the children'(36.66 %), 'residential facilities provided by the university' (33.33 %) and 'opportunities created to do higher studies in India and abroad'(33.33 %). More number (46.67 %) of Associate Professors quoted the statement, 'posting to the place of liking' as '**very much satisfied**'.

A larger proportion (78.33 %) of Associate Professors quoted the statement, 'opportunities in the job to utilize personal abilities' as '**satisfied**'. Followed by, 'description of job and responsibilities as a teacher'(76.67 %), 'scope to prove the merit and excellence in the university'(75.00 %), 'scope and opportunity available for self-development'(73.34 %), 'policies and procedures of the University in relation to the job'(71.67 %), 'expressing the professional developmental needs'(71.66 %), 'status and prestige as an employee in the university'(70.00 %), 'recognition given by the students and colleagues'(68.34 %), 'freedom for flexibility in work provided by the university' (68.33 %), 'library facilities available in the University'(68.33 %), 'help guidance and encouragement from superiors'(66.67 %), 'budget provided to organize educational activities'(65.00 %), 'encouragement to participate in seminars, symposia / conferences in India and abroad'(63.33 %), 'Pre service training given at the time of joining the post'(61.67 %), 'promotional opportunities provided in the present job' (61.67 %), 'present salary commensurate with the work' (61.67 %), 'education facilities available for the children' (58.34 %), 'appropriate in-service education programmes leading to promotions are available'(58.34 %), 'rewards, recognition and incentives provided by the university for good work' (58.33 %), 'opportunities created to do higher studies in India and abroad' (58.33 %), 'residential facilities provided by the university'(58.33 %), 'medical facilities provided by the university' (56.67 %), 'provision of equipment, vehicle and other resources necessary to execute the responsibilities'(56.67 %), 'transport facilities provided at the university'(51.67 %) and 'posting to the place of liking' (41.67 %).

Table 16. Statement- wise Job satisfaction of Assistant Professors and Associate Professors

Sl. No	Statements	Assistant Professors (n= 60)										Associate Professors (n= 60)									
		VMS		S		PS		DS		VMDS		VMS		S		PS		DS		VMDS	
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
1	Posting to the place of liking.	31	51.67	22	36.67	6	10.00	1	1.66	0	0.00	28	46.67	25	41.67	6	10.00	1	1.66	0	0.00
2	Pre service training given at the time of joining the post.	13	21.67	24	40.00	12	20.00	5	8.33	6	10.00	3	5.00	37	61.67	10	16.67	8	13.33	2	3.33
3	Policies and procedures of the University in relation to the job.	10	16.67	29	48.33	16	26.67	5	8.33	0	0.00	3	5.00	43	71.67	10	16.67	4	6.66	0	0.00
4	Budget provided to organize educational activities.	12	20.00	28	46.67	17	28.33	0	0.00	3	5.00	5	8.33	39	65.00	15	25.00	0	0.00	1	1.67
5	Description of job and responsibilities as a teacher.	21	35.00	28	46.67	9	15.00	1	1.67	1	1.66	14	23.33	46	76.67	0	0.00	0	0.00	0	0.00
6	Residential facilities provided by the university.	14	23.34	20	33.33	15	25.00	8	13.33	3	5.00	7	11.67	35	58.33	16	26.67	2	3.33	0	0.00
7	Help guidance and encouragement from superiors.	15	25.00	26	43.33	12	20.00	6	10.00	1	1.67	6	10.00	40	66.67	14	23.33	0	0.00	0	0.00
8	Scope and opportunity available for self-development.	19	31.67	30	50.00	7	11.66	3	5.00	1	1.67	8	13.33	44	73.34	8	13.33	0	0.00	0	0.00
9	Freedom for flexibility in work provided by the university.	17	28.33	34	56.67	6	10.00	3	5.00	0	0.00	9	15.00	41	68.33	9	15.00	0	0.00	1	1.67
10	Medical facilities provided by the university.	11	18.33	27	45.00	17	28.34	3	5.00	2	3.33	5	8.33	34	56.67	18	30.00	2	3.33	1	1.67
11	Scope to prove the merit and excellence in the university.	16	26.67	28	46.67	11	18.33	5	8.33	0	0.00	5	8.33	45	75.00	9	15.00	1	1.67	0	0.00
12	Status and prestige as an employee in the university.	27	45.00	23	38.34	8	13.33	2	3.33	0	0.00	11	18.33	42	70.00	6	10.00	1	1.67	0	0.00
13	Opportunities in the job to utilize personal abilities.	17	28.33	32	53.34	9	15.00	2	3.33	0	0.00	7	11.67	47	78.33	5	8.33	1	1.67	0	0.00

Sl. No	Statements	Assistant Professors(n= 60)										Associate Professors(n= 60)									
		VMS		S		PS		DS		VMDS				S		PS		DS		VMDS	
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
14	Recognition given by the students and colleagues.	24	40.00	29	48.33	7	11.67	0	0.00	0	0.00	14	23.33	41	68.34	5	8.33	0	0.00	0	0.00
15	Promotional opportunities provided in the present job.	21	35.00	26	43.33	6	10.00	4	6.67	3	5.00	11	18.33	37	61.67	11	18.33	0	0.00	1	1.67
16	Present salary commensurate with the work	18	30.00	32	53.33	7	11.67	0	0.00	3	5.00	17	28.33	37	61.67	5	8.33	0	0.00	1	1.67
17	Rewards, recognition and incentives provided by the university for good work.	13	21.67	31	51.67	10	16.66	3	5.00	3	5.00	11	18.33	35	58.33	13	21.67	1	1.67	0	0.00
18	Opportunities created to do higher studies in India and abroad.	10	16.67	20	33.33	19	31.67	4	6.67	7	11.66	7	11.67	35	58.33	16	26.67	2	3.33	0	0.00
19	Encouragement to participate in seminars, symposia / conferences in India and abroad.	12	20.00	30	50.00	10	16.67	5	8.33	3	5.00	10	16.67	38	63.33	10	16.67	2	3.33	0	0.00
20	Transport facilities provided at the university.	8	13.33	23	38.33	19	31.67	3	5.00	7	11.67	7	11.67	31	51.67	14	23.33	6	10.00	2	3.33
21	Education facilities available for the children.	13	21.67	22	36.66	17	28.33	4	6.67	4	6.67	6	10.00	35	58.34	14	23.33	3	5.00	2	3.33
22	Provision of equipment, vehicle and other resources necessary to execute the responsibilities.	11	18.33	23	38.34	17	28.33	4	6.67	5	8.33	3	5.00	34	56.67	18	30.00	4	6.66	1	1.67
23	Appropriate in-service education programmes leading to promotions are available.	7	11.67	34	56.67	12	20.00	5	8.33	2	3.33	5	8.33	35	58.34	17	28.33	2	3.33	1	1.67
24	Expressing the professional developmental needs.	8	13.34	30	50.00	15	25.00	5	8.33	2	3.33	7	11.67	43	71.66	10	16.67	0	0.00	0	0.00
25	Library facilities available in the University.	23	38.33	29	48.33	6	10.00	1	1.67	1	1.67	16	26.67	41	68.33	3	5.00	0	0.00	0	0.00

VMS=very much satisfied, S=satisfied, PS=partially satisfied, DS=dissatisfied and VMDS= very much dissatisfied

4.4.1.3. Statement-wise job satisfaction of Professors and Pooled sample

Table 17 presents the statement wise data on job satisfaction of Professors and Pooled sample. The results in Table 17 indicated that, more number (50.00 %) of Professors quoted the statement, 'present salary commensurate with the work' as '**very much satisfied**', followed by, 'posting to the place of liking'(38.33 %) and 'Recognition given by the students and colleagues'(36.67 %).

A larger proportion (63.34 %) of Professors were **satisfied** with the statement, 'description of job and responsibilities as a teacher', followed by, 'policies and procedures of the University in relation to the job'(60.00 %), 'opportunities in the job to utilize personal abilities' (60.00 %), 'Encouragement to participate in seminars, symposia / conferences in India and abroad'(60.00 %), 'scope to prove the merit and excellence in the university' (58.34 %), 'library facilities available in the University'(58.34 %), 'pre service training given at the time of joining the post' (55.00 %), 'residential facilities provided by the university' (55.00 %), 'status and prestige as an employee in the university' (55.00 %), 'promotional opportunities provided in the present job' (55.00 %), 'expressing the professional developmental needs'(53.33 %), 'Scope and opportunity available for self-development' (51.67 %), 'rewards, recognition and incentives provided by the university for good work' (51.67 %), 'posting to the place of liking'(50.00 %), 'recognition given by the students and colleagues' (50.00 %), 'education facilities available for the children' (50.00 %), 'appropriate in-service education programmes leading to promotions are available' (50.00 %), 'freedom for flexibility in work provided by the university'(48.33 %), 'present salary commensurate with the work'(46.67 %), 'help guidance and encouragement from superiors'(45.00 %), 'opportunities created to do higher studies in India and abroad'(43.33 %), 'budget provided to organize educational activities'(41.66 %), 'medical facilities provided by the university' (40.00 %) and 'transport facilities provided at the university'(38.33 %). More number (45.56 %) of respondents in Pooled situation quoted the statement, 'posting to the place of liking' as '**very much satisfied**'.

A greater proportion(63.89 %) of respondents in Pooled situation quoted the following statements, as '**satisfied**' in that order; 'opportunities in the job to utilize personal abilities', 'description of job and responsibilities as a teacher' (62.22 %), 'policies and procedures of the University in relation to the job'(60.00 %), 'scope to prove the merit and excellence in the university'(60.00 %), 'scope and opportunity available for self-development'(58.33 %), 'expressing the professional developmental needs' (58.33 %), 'library facilities available in the University' (58.33 %), 'freedom for flexibility in work provided by the university' (57.78 %), 'encouragement to participate in seminars, symposia / conferences in India and abroad'(57.78 %), 'recognition given by the students and colleagues'(55.56 %), 'appropriate in-service education programmes leading to promotions are available'(55.00 %), 'status and prestige as an employee in the university'(54.44 %), 'present salary commensurate with the work' (53.89 %), 'rewards, recognition and incentives provided by the university for good work'(53.89 %), 'promotional opportunities provided in the present job'(53.33 %), 'pre service training given at the time of joining the post'(52.22 %), 'help guidance and encouragement from

Table 17. Statement- wise Job satisfaction of Professors and Pooled sample

Sl No	Statements	Professors (n= 60)										Pooled sample (n= 180)									
		VMS		S		PS		DS		VMDS		VMS		S		PS		DS		VMDS	
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
1	Posting to the place of liking.	23	38.33	30	50.00	4	6.67	2	3.33	1	1.67	82	45.56	77	42.78	16	8.89	4	2.22	1	0.55
2	Pre service training given at the time of joining the post.	2	3.33	33	55.00	10	16.67	11	18.33	4	6.67	18	10.00	94	52.22	32	17.78	24	13.33	12	6.67
3	Policies and procedures of the University in relation to the job.	5	8.33	36	60.00	14	23.33	4	6.67	1	1.67	18	10.00	108	60.00	40	22.22	13	7.22	1	0.56
4	Budget provided to organize educational activities.	4	6.67	25	41.66	23	38.33	7	11.67	1	1.67	21	11.67	92	51.11	55	30.56	7	3.89	5	2.77
5	Description of job and responsibilities as a teacher.	11	18.33	38	63.34	8	13.33	2	3.33	1	1.67	46	25.56	112	62.22	17	9.44	3	1.67	2	1.11
6	Residential facilities provided by the university.	6	10.00	33	55.00	13	21.67	5	8.33	3	5.00	27	15.00	88	48.89	44	24.45	15	8.33	6	3.33
7	Help guidance and encouragement from superiors.	8	13.33	27	45.00	21	35.00	4	6.67	0	0.00	29	16.11	93	51.67	47	26.11	10	5.56	1	0.55
8	Scope and opportunity available for self-development.	13	21.67	31	51.67	14	23.33	2	3.33	0	0.00	40	22.22	105	58.33	29	16.11	5	2.78	1	0.56
9	Freedom for flexibility in work provided by the university.	17	28.33	29	48.33	10	16.67	4	6.67	0	0.00	43	23.89	104	57.78	25	13.89	7	3.88	1	0.56
10	Medical facilities provided by the university.	7	11.67	24	40.00	17	28.33	10	16.67	2	3.33	23	12.78	85	47.22	52	28.89	15	8.33	5	2.78
11	Scope to prove the merit and excellence in the university.	9	15.00	35	58.34	11	18.33	5	8.33	0	0.00	30	16.67	108	60.00	31	17.22	11	6.11	0	0.00
12	Status and prestige as an employee in the university.	17	28.33	33	55.00	9	15.00	1	1.67	0	0.00	55	30.56	98	54.44	23	12.78	4	2.22	0	0.00
13	Opportunities in the job to utilize personal abilities.	15	25.00	36	60.00	8	13.33	1	1.67	0	0.00	39	21.67	115	63.89	22	12.22	4	2.22	0	0.00

SL No	Statements	Professors (n= 60)										Pooled sample (n= 180)									
		VMS		S		PS		DS		VMDS		VMS		S		PS		DS		VMDS	
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
14	Recognition given by the students and colleagues.	22	36.67	30	50.00	6	10.00	2	3.33	0	0.00	60	33.33	100	55.56	18	10.00	2	1.11	0	0.00
15	Promotional opportunities provided in the present job.	20	33.33	33	55.00	6	10.00	1	1.67	0	0.00	52	28.89	96	53.33	23	12.78	5	2.78	4	2.22
16	Present salary commensurate with the work	30	50.00	28	46.67	2	3.33	0	0.00	0	0.00	65	36.11	97	53.89	14	7.78	0	0.00	4	2.22
17	Rewards, recognition and incentives provided by the university for good work.	11	18.33	31	51.67	11	18.33	5	8.34	2	3.33	35	19.44	97	53.89	34	18.89	9	5.00	5	2.78
18	Opportunities created to do higher studies in India and abroad.	7	11.67	26	43.33	16	26.66	10	16.67	1	1.67	24	13.33	81	45.00	51	28.34	16	8.89	8	4.44
19	Encouragement to participate in seminars, symposia/ conferences in India and abroad.	8	13.33	36	60.00	11	18.33	4	6.67	1	1.67	30	16.67	104	57.78	31	17.22	11	6.11	4	2.22
20	.Transport facilities provided at the university.	6	10.00	23	38.33	19	31.67	6	10.00	6	10.00	21	11.67	77	42.78	52	28.89	15	8.33	15	8.33
21	Education facilities available for the children.	5	8.33	30	50.00	14	23.34	8	13.33	3	5.00	24	13.33	87	48.34	45	25.00	15	8.33	9	5.00
22	Provision of equipment, vehicle and other resources necessary to execute the responsibilities.	5	8.33	18	30.00	24	40.00	9	15.00	4	6.67	19	10.56	75	41.67	59	32.78	17	9.44	10	5.55
23	Appropriate in-service education programmes leading to promotions are available.	11	18.33	30	50.00	11	18.33	5	8.34	3	5.00	23	12.78	99	55.00	40	22.22	12	6.67	6	3.33
24	Expressing the professional developmental needs.	15	25.00	32	53.33	8	13.33	4	6.67	1	1.67	30	16.67	105	58.33	33	18.33	9	5.00	3	1.67
25	Library facilities available in the University.	18	30.00	35	58.33	6	10.00	1	1.67	0	0.00	57	31.67	105	58.33	15	8.33	2	1.11	1	0.56

VMS=very much satisfied, S=satisfied, PS=partially satisfied, DS=dissatisfied VMDS= very much dissatisfied

superiors'(51.67 %), 'budget provided to organize educational activities'(51.11 %), 'residential facilities provided by the university'(48.89 %), 'education facilities available for the children'(48.34 %), 'medical facilities provided by the university'(47.22 %), 'opportunities created to do higher studies in India and abroad'(45.00 %), 'posting to the place of liking ' (42.78 %), 'transport facilities provided at the university'(42.78 %) and 'provision of equipment, vehicle and other resources necessary to execute the responsibilities'(41.67 %).

4.4.2. Overall job satisfaction of teachers

4.4.2.1. Overall job satisfaction of UAS (B) and UAS (D) teachers

The results of Table 18 present the data on the overall job satisfaction of UAS (B) and UAS (D) teachers. It is seen that more than one fourth (40.01 %) of UAS (B) teachers were having high level of job satisfaction, whereas 37.77 per cent were having medium and 22.22 per cent were having low level of job satisfaction. A larger proportion (77.78 %) of the UAS (B) teachers were having medium to high levels of job satisfaction.

Table 18. Overall job satisfaction of UAS (B) and UAS (D) teachers

SL. No.	Job satisfaction	Teachers			
		UAS (B) (n= 90)		UAS (D) (n=90)	
		Number	%	Number	%
1	Low	20	22.22	22	24.46
2	Medium	34	37.77	33	36.66
3	High	36	40.01	35	38.88
Total		90	100.00	90	100.00

It is also found in Table 18 that a larger number of UAS (D) teachers (38.88 %) were having high level of job satisfaction, while 36.66 and 24.46 per cent of the teachers were having medium and low level of job satisfaction, respectively. More than three-fourth (75.54 %) of the UAS (D) teachers were having medium to high levels of job satisfaction. The higher and medium job satisfaction may be probably attributed to the recognition by the superiors, intrinsic motivation and satisfaction for having done something good for the benefit of clientele group. The results of this study were in agreement with the findings of Jaliha *et al.*(1975), Rajgopal (1977) and Kulhari (1980).

4.4.2.2. Overall job satisfaction of Assistant Professors, Associate Professors, Professors and Pooled sample

Table 19 presents the data on the overall job satisfaction of Assistant Professors, Associate Professors, Professors and Pooled sample. It is seen in Table 19 that more number (41.66 %) of the Assistant Professors were having medium level of job satisfaction, while 36.68 and 21.66 per cent of them were having high and low level

of job satisfaction, respectively. Over three-fourth (78.34 %) of the Assistant Professors were having medium to high level of job satisfaction.

It could be observed from Table 19 that a greater proportion (40.01 %) of the Associate Professors were having high level of job satisfaction, whereas 38.33 per cent were having medium and 21.66 per cent of Associate Professors were having low level of job satisfaction. A majority (78.34 %) of the Associate Professors were having medium to high levels of job satisfaction.

Table 19. Overall job satisfaction of Assistant Professors, Associate Professors, Professors and Pooled sample

Sl. No.	Job satisfaction	Teachers							
		Asst. Prof. (n= 60)		Assoc. Prof. (n=60)		Professor (n=60)		Pooled sample (n= 180)	
		No.	%	No.	%	No.	%	No.	%
1	Low	13	21.66	13	21.66	16	26.66	42	23.33
2	Medium	25	41.66	23	38.33	19	31.66	67	37.22
3	High	22	36.68	24	40.01	25	41.68	71	39.45
Total		60	100.00	60	100.00	60	100.00	180	100.00

The Table also shows that 41.68 per cent of Professors were having high level of job satisfaction, while 31.66 and 26.66 per cent of the Professors were having medium and low level of job satisfaction, respectively. As high as 73.34 per cent of the Professors were having medium to high levels of job satisfaction.

A greater number (39.45 %) of the teachers in Pooled situation were having high level of job satisfaction, whereas 37.22 and 23.33 per cent of the teachers were having medium and low level of job satisfaction, respectively. More than three-fourth (76.67 %) of the teachers were having medium to high levels of job satisfaction. Being a greater percentage of Assistant Professors in medium level of job satisfaction, may be due to the fact that they are relatively new to their jobs and are as such satisfied with their jobs initially. However Associate Professors and Professors had high level of job satisfaction followed by medium and low, it may be because they are in higher age group than Assistant Professors and with age expectations from the work environment increases.

4.5. Test of significance between the teachers with respect to Job perception, Job performance and Job satisfaction

4.5.1. Test of significance between the UAS (B) and UAS (D) teachers with respect to Job perception, Job performance and Job satisfaction

Table 20 reveals that the mean job perception score of UAS (B) teachers (93.86) was slightly more compared to the mean job perception score of UAS (D) teachers (92.80). However, there was no significant difference with respect to the

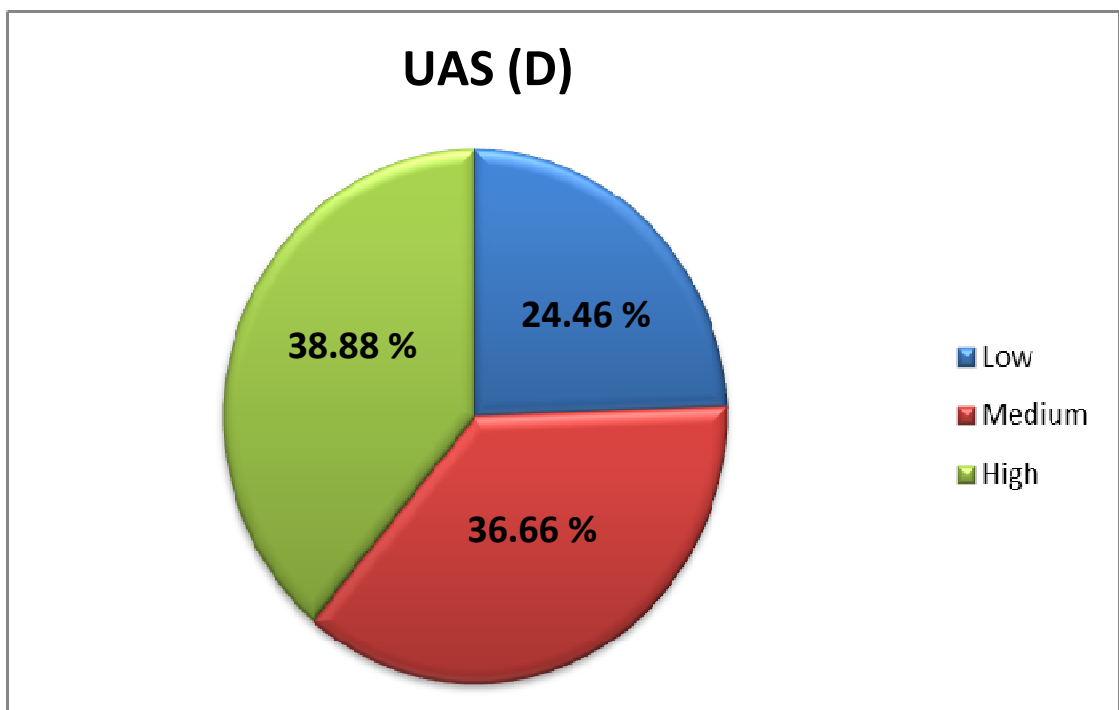
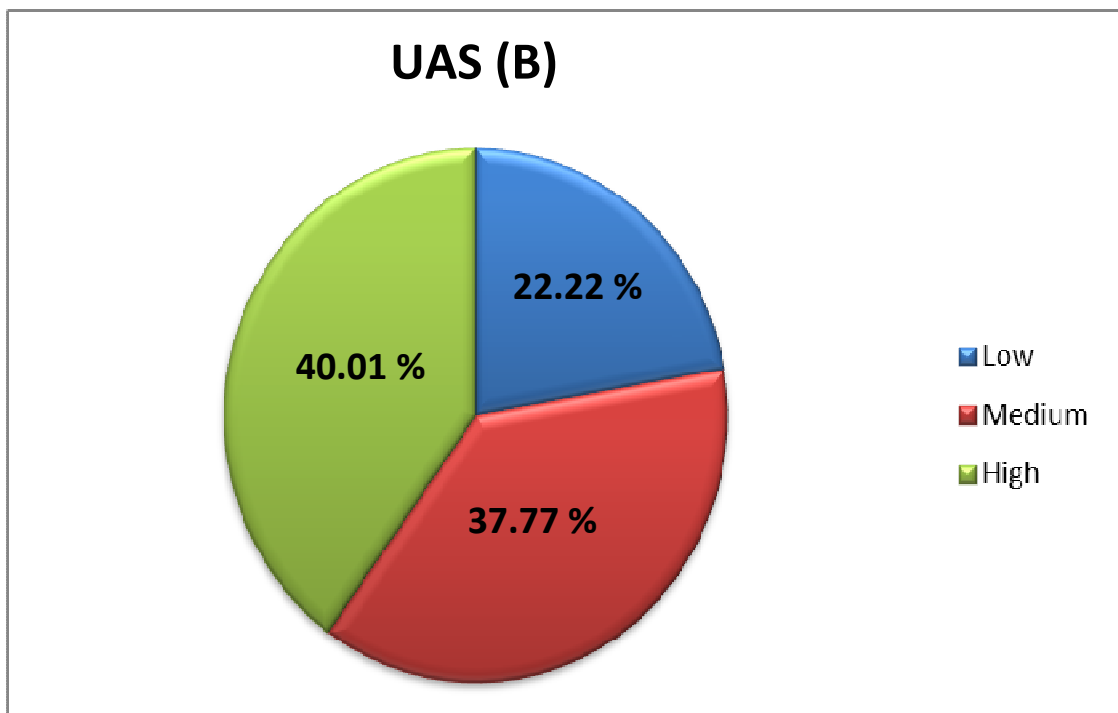


Fig. 7: Overall Job satisfaction of UAS (B) and UAS (D) teachers

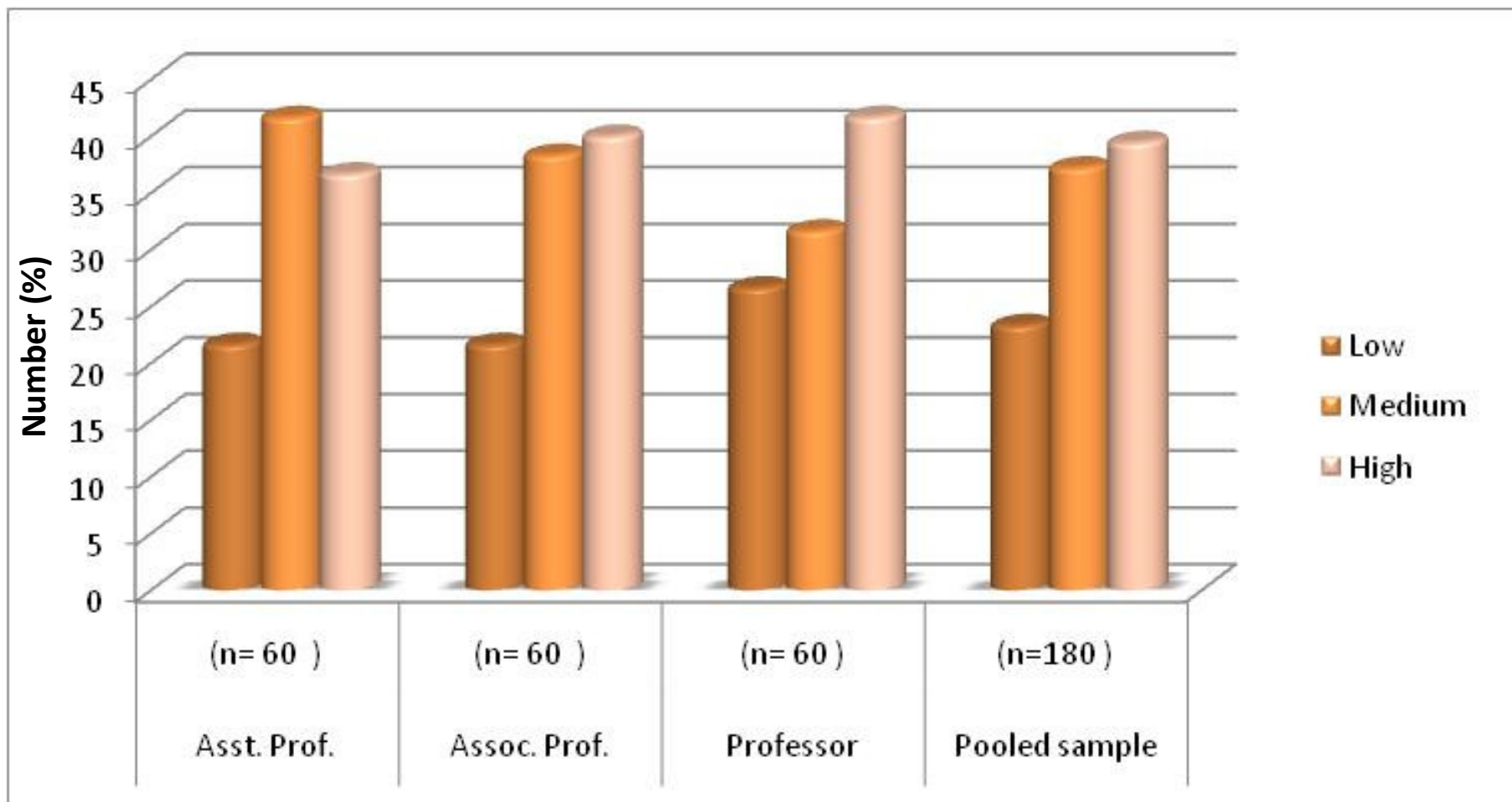


Fig. 8: Overall Job satisfaction of Assistant Professors, Associate Professors, Professors and Pooled sample

mean job perception scores between UAS (B) and UAS (D) teachers as evident from 't' value (0.192), indicating that there is no difference in job perception of teachers of SAUs. Hence the hypothesis (H1) there is no variation in job perception of teachers of SAUs is accepted.

The mean job performance score of UAS (B) teachers (23.56) was more compared to the mean job performance score of UAS (D) teachers (32.42). There was no significant difference as evident from 't' value (0.212) in respect of the mean job performance scores between UAS (B) and UAS (D) teachers. So it shows that there is no difference in job performance of teachers of SAUs. Hence the hypothesis (H3): there is no variation in job performance of teachers of SAUs is accepted.

Table 20. Test of significance between UAS (B) and UAS (D) teachers with respect to Job perception, Job performance and Job satisfaction

(n=180)

Sl. No.	Teachers	Job perception		Job performance		Job satisfaction	
		Mean score	t value	Mean score	t value	Mean score	t value
1	UAS (B)	93.86	0.192 ^{NS}	23.56	0.212 ^{NS}	93.11	0.096 ^{NS}
2	UAS (D)	92.80		32.42		92.21	

NS= Non-significant

Similarly, the mean job satisfaction score of UAS (B) teachers (93.11) was high compared to the mean job satisfaction score of UAS (D) teachers (92.21). There was no significant difference between UAS(B) and UAS(D) in respect of the mean job satisfaction score as evident from 't' value (0.096), indicating that there is no difference in job satisfaction of teachers of SAUs. Hence the hypothesis (H2) there is no variation in job satisfaction of teachers of SAUs is accepted.

4.5.2. Test of significance between Assistant Professor, Associate Professor and Professor with respect to Job perception, Job performance and Job satisfaction

Table 21 reveals that the mean job perception score of Professor (99.62) was more than the mean job perception score of Associate Professor (94.16) and Assistant Professor (86.22). As evident from 't' values, there was no significant difference in the mean job perception scores between Professor and Associate Professor ('t' value =1.311) and also between Associate Professor and Assistant Professor ('t' value =1.562). However, there was significant difference in the mean job perception score between Professor and Assistant Professor as evident from 't' value (2.009). It is also observed from Table 21 that the mean job performance scores of Professor (36.28) were more than the mean job performance scores of Associate Professor (33.01) and Assistant Professor (30.88). It can be inferred from the 't' values that there was no significant difference in the mean job performance scores between Professor and Associate Professor ('t' value =1.488) and also between Associate Professor and Assistant Professor ('t' value =1.211). But there existed a significant difference in the

mean job perception score between Professor and Assistant Professor as evident from 't' value (2.100). The results in Table 21 reveals that the mean job satisfaction score of Professor (96.68) was higher compared to the mean job satisfaction score of Associate Professor (94.16) and Assistant Professor (92.90). There was no significant differences as evident from 't' values in respect of mean job satisfaction score between Professor and Associate Professor ('t' value =1.212); Associate Professor and Assistant Professor ('t' value =1.096), and Professor and Assistant Professor ('t' value = 1.692).

Table 21: Test of significance between Assistant Professor, Associate Professor and Professor with respect to Job perception, Job performance and Job satisfaction

(n=180)

Sl. No.	Teachers	Job perception		Job performance		Job satisfaction	
		Mean score	t value	Mean score	t value	Mean score	t value
1	Assistant Professor	86.22	1.562 ^{NS}	30.88	1.211 ^{NS}	92.90	1.096 ^{NS}
	Associate Professor	94.16		33.01		94.16	
2	Associate Professor	94.16	1.311 ^{NS}	33.01	1.488 ^{NS}	94.16	1.212 ^{NS}
	Professor	99.62		36.28		96.68	
3	Professor	99.62	2.009 *	36.28	2.100*	96.68	1.692 ^{NS}
	Assistant Professor	86.22		30.88		92.90	

NS= Non-significant

*= Significant at 5 per cent level

4.6. Association between the independent variables with respect to Job perception, Job performance and Job satisfaction of teachers

4.6.1. Association between the independent variables and Job perception of teachers

Chi-square test was employed to know the association between the selected independent variables and job perception of teachers (Table 22). The results indicated that sex, age, family size, annual income, rural-urban background, rural experience, number of publications published, participation in seminars/conferences, abroad exposure/countries visited and number of post graduate students guided by the university teachers had no significant association with the job perception of teachers.

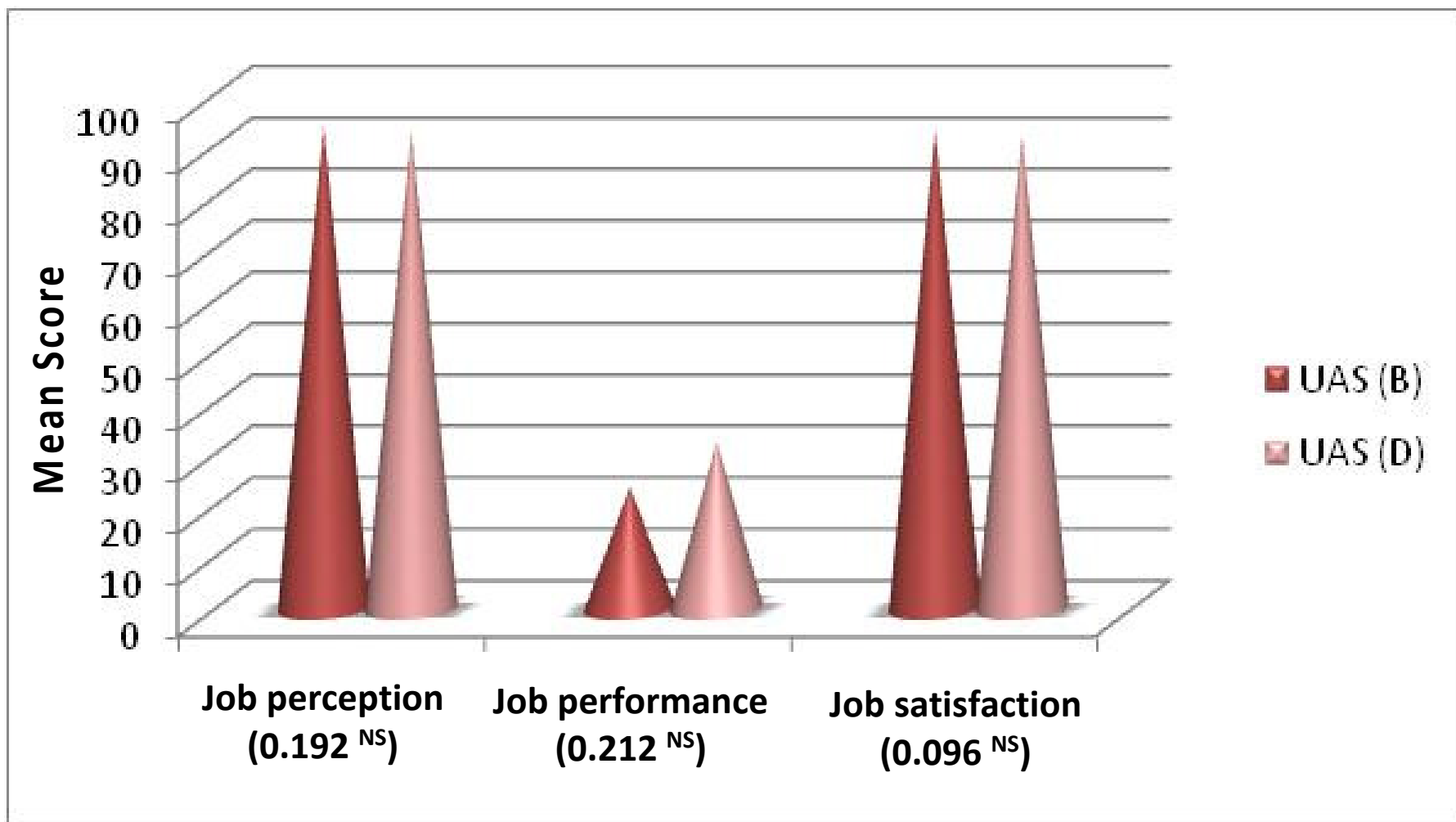


Fig. 9: Test of significance between UAS (B) and UAS (D) teachers with respect to Job perception, Job performance and Job satisfaction

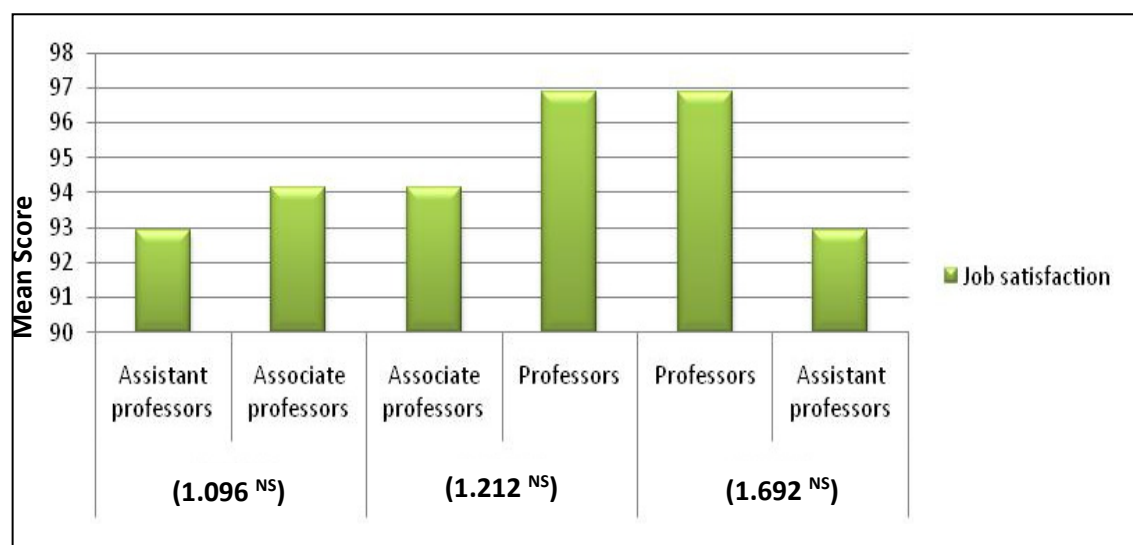
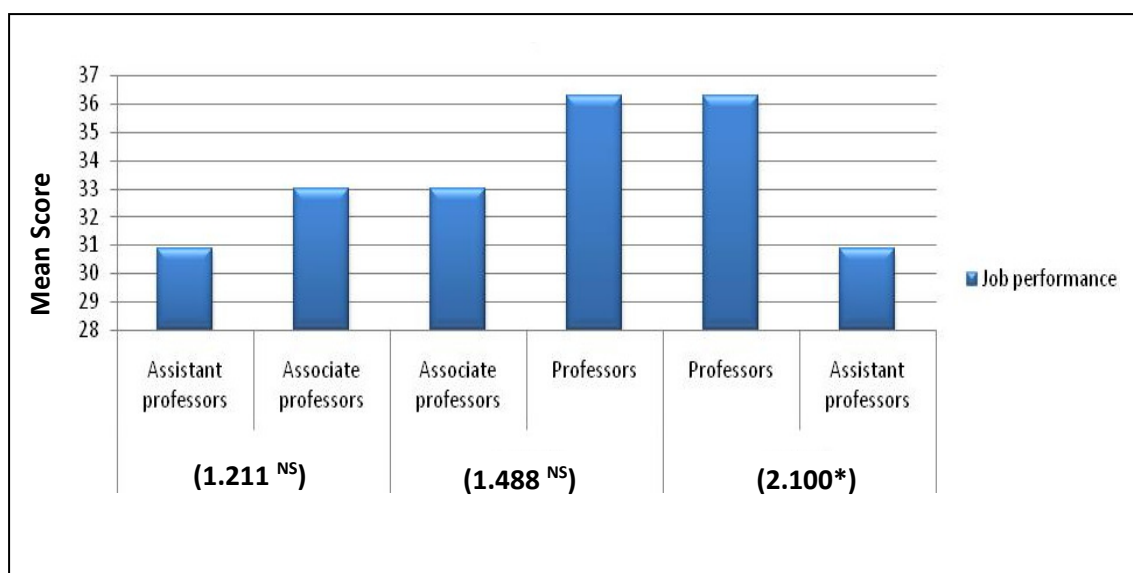
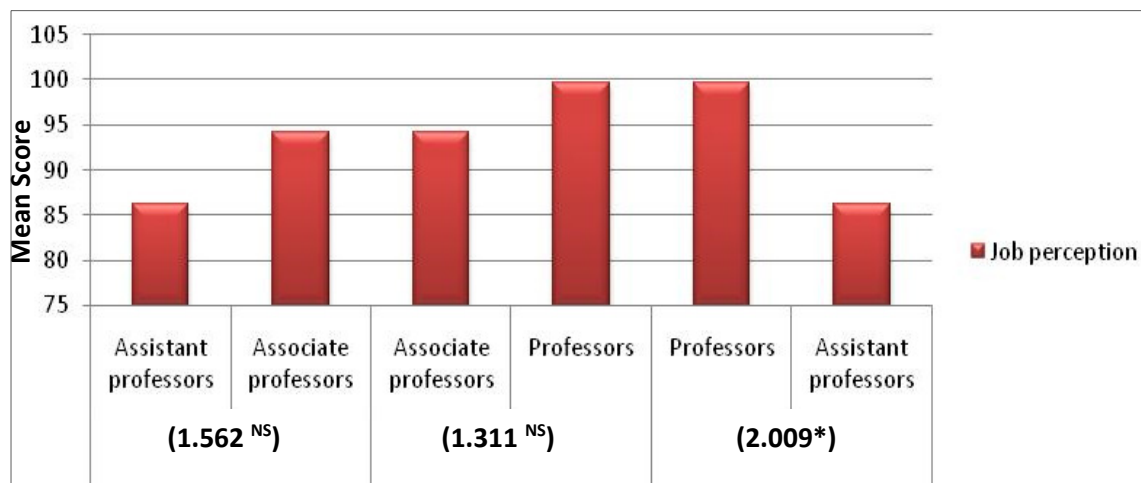


Fig. 10: Test of significance between Assistant Professors, Associate Professors and Professors with respect to Job perception, Job performance and Job satisfaction

Table 22: Association between independent variables and Job perception
(n= 180)

SL. No	Independent variables	Contingency Co-efficient	Chi square value
1.	Sex	0.022	0.092 ^{NS}
2.	Age	0.011	2.312 ^{NS}
3.	Education	0.236	10.699 *
4.	Family size	0.121	2.692 ^{NS}
5.	Annual income	0.023	0.093 ^{NS}
6.	Rural- urban background	0.021	0.091 ^{NS}
7.	Job experience	0.283	15.692 **
8.	Rural experience	0.127	2.860 ^{NS}
9.	Mass media participation	0.242	11.291 *
10.	Training undergone	0.255	12.612 *
11.	Perceived work load	0.265	13.612 **
12.	Number of publications	0.141	3.691 ^{NS}
13.	Achievement motivation	0.251	12.125 *
14.	Aspiration	0.242	11.287 *
15.	Competition orientation	0.239	10.968 *
16.	Scientific orientation	0.258	12.868 *
17.	Organizational climate	0.283	15.692 **
18.	Attitude towards organization	0.248	11.868 *
19.	Participation on seminars/conferences	0.125	2.862 ^{NS}
20.	Abroad exposure/countries visited	0.102	1.928 ^{NS}
21.	Awards/Recognition received	0.232	10.282 *
22.	Number of post graduate students guided	0.132	3.222 ^{NS}

**= Significant at 1 per cent level *= Significant at 5 per cent level NS= Non-significant

Education, mass media participation, training undergone, achievement motivation, aspiration, competition orientation, scientific orientation, attitude towards organization and awards/recognition received had significant association with the job perception of teachers at five per cent level. Whereas, job experience, perceived work load and organizational climate of the teachers had significant association at one per cent level with their job perception. The explanation for independent variables having significant to highly significant association with the level of job perception is explained in the following paragraph: The gender has not shown any significant association with job perception; it is maybe due to having the same perception of male and female regarding their job.

The age of teachers does not show any significant association with job perception. The duties of the teachers are clearly known in the job chart that he/she has to perform whether young or old.

Education was significantly associated with the job perception of teachers. This is maybe due to the fact that most of the teachers were holding Doctoral degree; hence the level of job perception is also high.

The family size has not shown any significant association with job perception; it is maybe due to the fact that the number of family members has no effect to the level of perception.

The annual income has not shown any significant association with job perception, because the teachers perceive that teaching is not a business job.

The rural-urban background has also not shown any significant association with job perception, this may be due to lack of infrastructural facilities and transportation facilities in rural area. Job experience was having highly significant associated with the job perception of teachers; this is maybe due to the fact that higher experience results to higher level of perception. Rural experience was not having any significant association with the job perception of teachers, the probable reasons could be that all the respondents are working under similar conditions, their main job is teaching and there were no major changes the organization structure and management functions which have remained almost unchanged and hence non-significant association existed between rural experience and job perception.

Study showed that there was positive significant association between mass media participation with job perception. This may be due to the fact that teachers having greater exposure to the mass media had higher will be the perception.

Training undergone was significantly associated with the job perception of teachers, this is maybe due to the effect of training in quality of teaching, qualified teachers may have received sufficient and necessary training.

Perceived workload was having highly significant association with the job perception of teachers, the probable reasons maybe due to that the teachers are doing their job according to the job chart and they are working hard and thinking that doing more developing more.

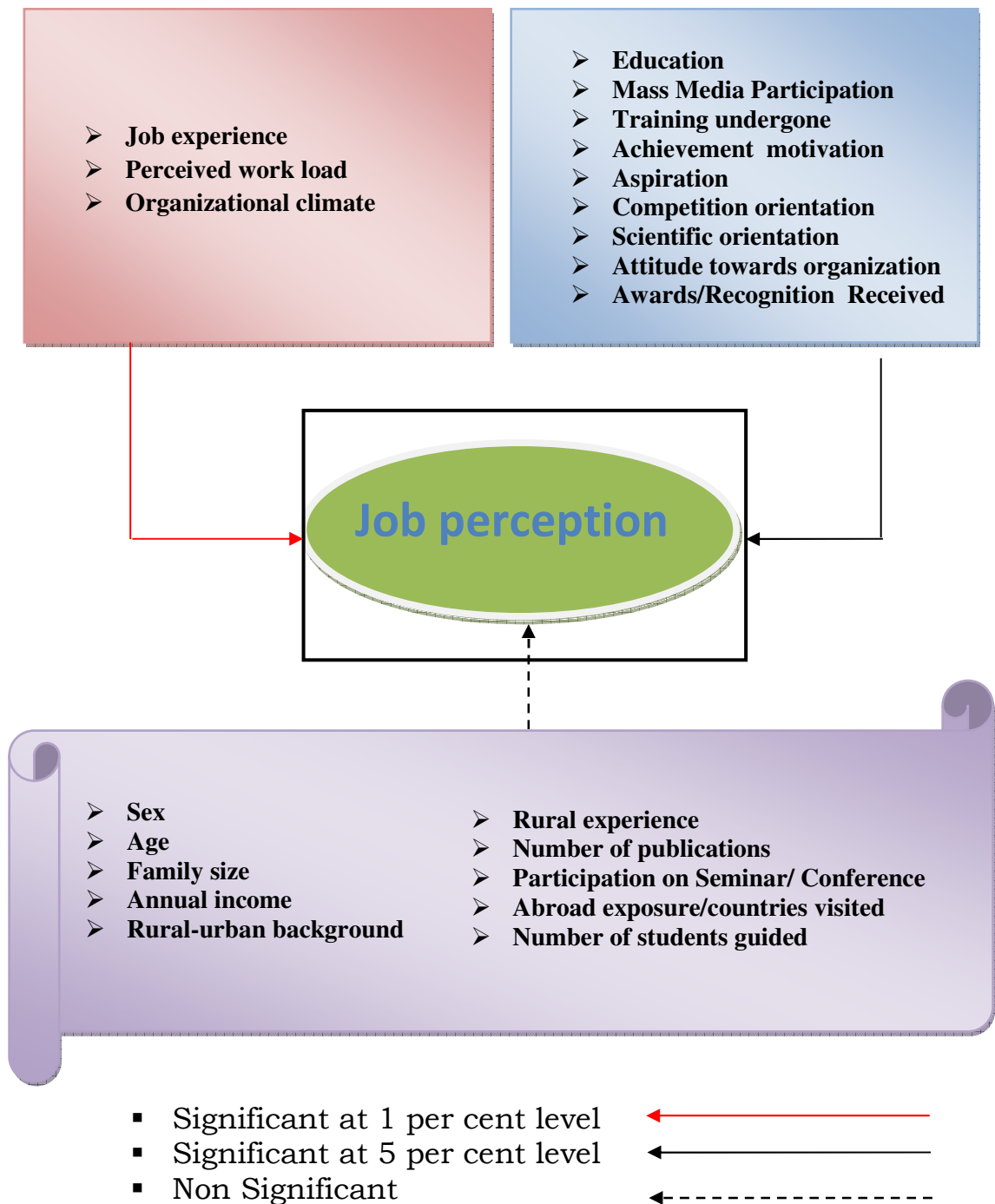


Fig. 11: Association between independent variables and job perception

Number of publications published is having no association with job perception, it is maybe their main job is teaching and they have no enough time to write papers and publish as it is expected.

The significant association between achievement motivation of the teachers and their level of job perception was observed. This is maybe due to their responsibility, they have higher levels of responsibility or administrative positions (i.e., Dean, Department Head).

Level of aspiration was found to have a significant association with job perception, this is may be due to the fact that the teachers have very high level of aspiration with which their perception level was more.

Competition orientation was found to have a significant association with job perception also, this may be due to the fact that respondents try to have positive competition among themselves to reach the high level of perception.

Scientific orientation is another variable which was found to have a significant association with job perception, the probable reasons may be that scientific orientation is a part from teaching that the teachers have to take in to account.

Organizational climate was found to have highly association with the job perception of teachers. This may be due to that the organizational factors do have more impact on job perception.

Attitude towards organization is another variable which was found to have a significant association with job perception, the probable reasons may be that the teachers had more favorable attitude towards their work and organization and this made them to have good perception about their job.

Participation on seminars/conferences and abroad exposure/country visited are two variables which have not shown any significant association with job perception, the probable reasons maybe due to that, there was not enough opportunities for the teachers to attend the seminars/conferences and to go to out of the county for participation any conference and gaining the up to date information and knowledge.

Awards/recognition received is another variable which was found to have a significant association with job perception; this is may be due to that the teachers thought that awards and recognition is very necessary for their promotion, so they feel it very important.

Number of post graduate students guided is one of the variables which have no significant association with job perception, this is maybe due to the teachers mostly involve in teaching rather than guiding the students.

The findings of this study are in conformity with the finding of Narasimhagowda (1989), Srinath (1987), Reddy (1982), Patil (1994), Sontakki (1996), Aimable (2011) and Manjunath (2015).

4.6.2. Association between the independent variables and Job performance of teachers

The analysis of the chi-square test in Table 23 revealed that mass media participation, training undergone, perceived work load, number of publications published, achievement motivation, aspiration, competition orientation, scientific orientation, participation in seminars/conferences and award/recognition received had significant association with the job performance of teachers at five per cent level. On the other hand, variables such as education, job experience, organizational climate and attitude towards organizations were found to have significant association at one per cent level with the job performance of the teachers. While the variables such as sex, age, family size, annual income, rural-urban background, rural experience, abroad exposure/country visited and number of students guided, had no significant association with the job performance of teachers. The explanation for independent variables having significant to highly significant association with job performance is detailed below:

Study showed that there was no significant association between sex, age, family size, annual income, rural-urban background, rural experience, abroad exposure/country visited, number of post graduate students and job performance. This may be due to existing same level of performance by male and female, majority of respondents were in middle aged group, not affecting the size of family in performing of the job, teaching not being a business job, being entirely a social factor and relating to social system, not much relating the rural experience with teaching job, not matching the times of visiting abroad with information required for performing the job, and thinking that teaching is the main job rather than guiding the students.

Study showed that there was significant association between mass media participation, training undergone, perceived workload, number of publications, achievement motivation, aspiration, competition orientation, scientific orientation, participation in seminars/conferences and awards/recognition received with job performance. This may be due to higher level of mass media exposure, importance of training in the process of gaining information and knowledge, performing the job honestly, feeling that number of publication has positive relationship with their job performance, suitability of environment prevailing, being increased the level of aspiration, being a positive competition environment in organization, existing the environment for searching the scientific information, existing the positive taught regarding the participation in seminars/conference, and trying for receiving of awards and recognition for promotion.

Study showed that there was highly significant association between education, job experience, organizational climate and attitude towards organization with job performance. This is may be due to, mostly holding doctoral degree by the teachers, longer experience in view of greater exposure and involvement might have contributed for better performance and having the organizational factors more impact to job performance. The present findings is in line with the results of Reddy (19982), Umesha (1987), Narasimhagowda (1989), Kumaraswamy (1991) and Balasubramanian and Perumal (1991), Dolly (2005), Ordina (2010), Shah *et al.* (2011), Gopika (2014) and Mnjunath (2015).

Table 23: Association between independent variables and Job performance
(n=180)

SL. No	Independent variables	Contingency Co-efficient	Chi square value
1.	Sex	0.692	0.692 ^{NS}
2.	Age	0.094	1.628 ^{NS}
3.	Education	0.274	14.699 **
4.	Family size	0.112	2.312 ^{NS}
5.	Annual income	0.103	1.968 ^{NS}
6.	Rural- urban background	0.121	2.699 ^{NS}
7.	Job experience	0.321	20.699 **
8.	Rural experience	0.071	0.928 ^{NS}
9.	Mass media participation	0.236	10.699 *
10.	Training undergone	0.246	11.621 *
11.	Perceived work load	0.256	12.681 *
12.	Number of publications	0.103	1.938 *
13.	Achievement motivation	0.239	10.928 *
14.	Aspiration	0.246	11.612 *
15.	Competition orientation	0.230	10.062 *
16.	Scientific orientation	0.229	9.962 *
17.	Organizational climate	0.265	13.690 **
18.	Attitude towards organization	0.283	15.699 **
19.	Participation on seminars/conferences	0.246	11.688 *
20.	Abroad exposure/countries visited	0.096	1.699 ^{NS}
21.	Awards/Recognition received	0.256	12.666 *
22.	Number of post graduate students guided	0.073	0.968 ^{NS}

**= Significant at 1 per cent level

*= Significant at 5 per cent level

NS= Non-significant

4.6.3. Association between the independent variables and Job satisfaction of teachers

Chi-square test revealed that sex, age, family size, annual income, rural urban background, mass media participation, number of publications, competition orientation, participation in seminars/conferences and number of post graduate

students guided had no significant association with the job satisfaction of teachers (Table 24).

The variables viz., job experience, rural experience, training undergone, perceived work load, achievement motivation, aspiration, scientific orientation, attitude towards organization, abroad exposure/countries visited and awards/recognition received of teachers had significant association with their job satisfaction at five per cent level. While, education and organizational climate of the teachers were having significant association with their job satisfaction at one per cent level. The reasons for independent variables having significant to highly significant association with job satisfaction is mentioned in the ensuing paragraph:

Table 24: Association between independent variables and Job satisfaction

(n= 180)

SL. No	Independent variables	Contingency Co-efficient	Chi square value
1.	Sex	0.073	0.968 ^{NS}
2.	Age	0.096	1.692 ^{NS}
3.	Education	0.274	14.666 **
4.	Family size	0.096	1.699 ^{NS}
5.	Annual income	0.120	2.666 ^{NS}
6.	Rural- urban background	0.102	1.926 ^{NS}
7.	Job experience	0.229	10.001 *
8.	Rural experience	0.277	15.011 *
9.	Mass media participation	0.121	2.688 ^{NS}
10.	Training undergone	0.255	12.612 *
11.	Perceived work load	0.246	11.688 *
12.	Number of publications	0.119	2.611 ^{NS}
13.	Achievement motivation	0.242	11.268 *
14.	Aspiration	0.256	12.691 *
15.	Competition orientation	0.159	4.681 ^{NS}
16.	Scientific orientation	0.246	11.666 *
17.	Organizational climate	0.283	15.681**
18.	Attitude towards organization	0.256	12.697 *
19.	Participation on seminars/conferences	0.119	2.628 ^{NS}
20.	Abroad exposure/countries visited	0.141	3.699 *
21.	Awards/Recognition received	0.247	11.699 *
22.	Number of post graduate students guided	0.121	2.699 ^{NS}

**= Significant at 1 per cent level

*= Significant at 5 per cent level

NS= Non-significant

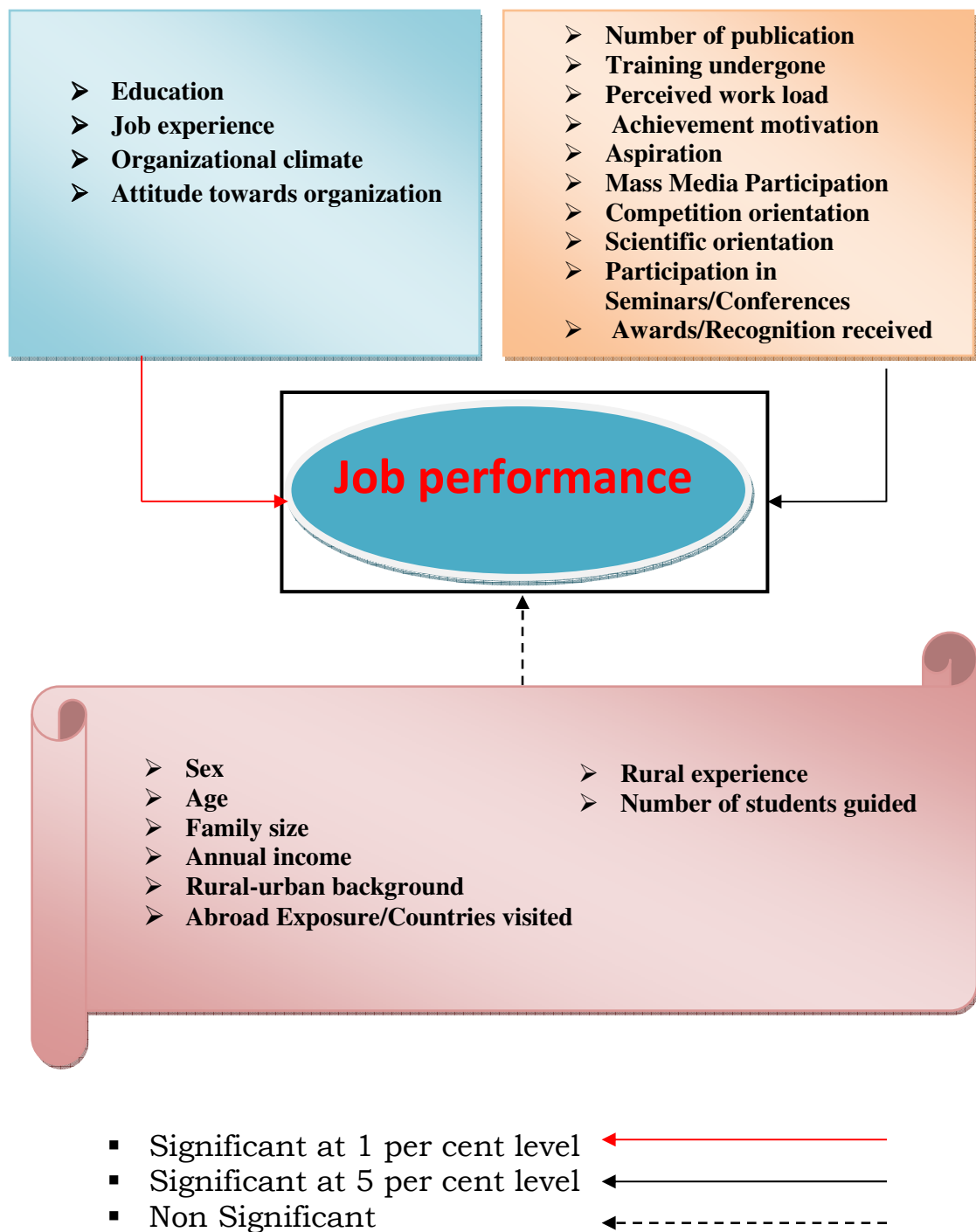


Fig. 12: Association between independent variables and job performance

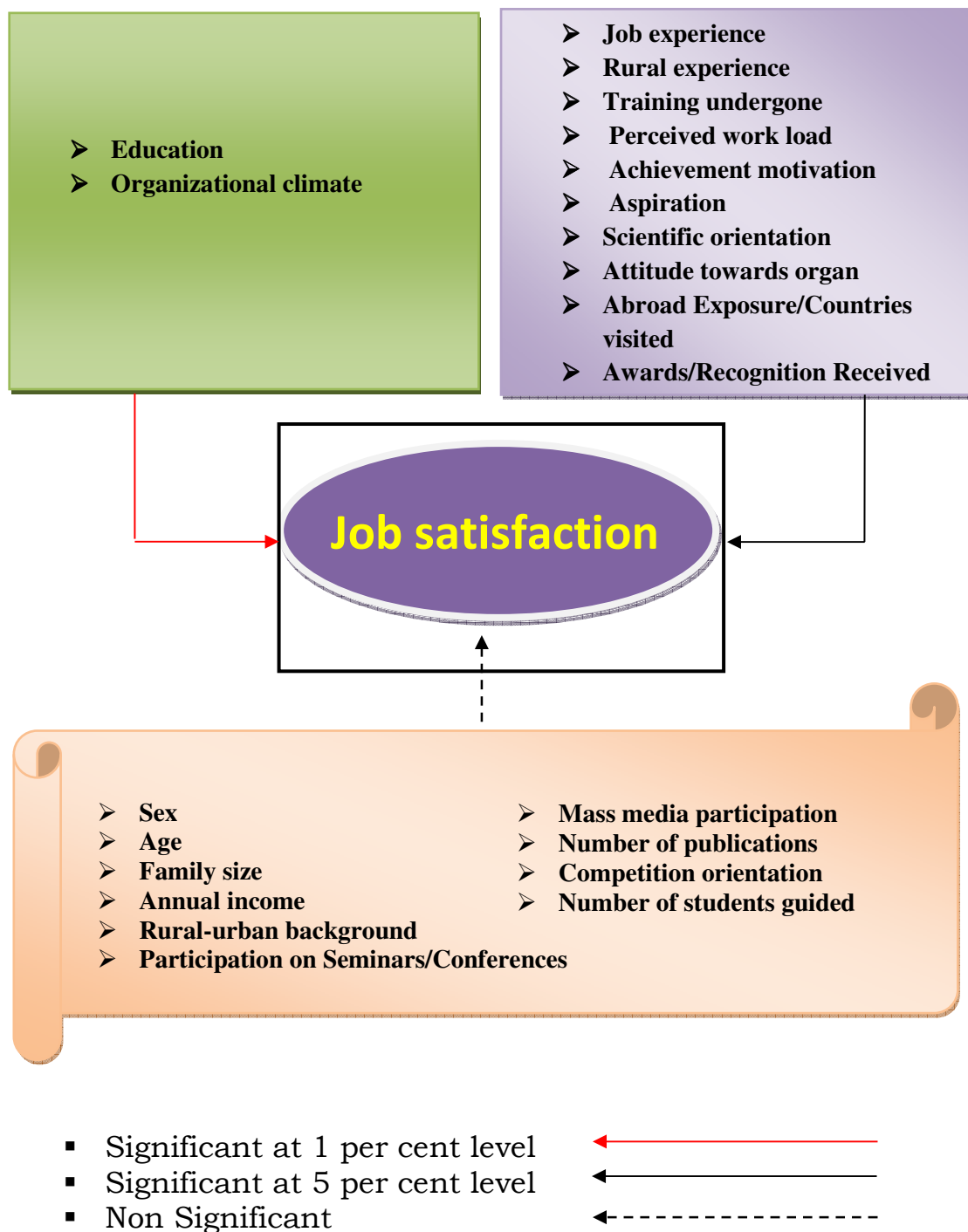


Fig. 13: Association between independent variables and job satisfaction

Study showed that there was no significant association between sex, age, family size, annual income, rural-urban background, mass media participation, number of publication published, competition orientation, participation in seminars/conferences, and number post graduate students guided and job satisfaction. This may be due to existence of some level of satisfaction among male and female, majority of respondents are middle aged group, not affecting the size of family, teaching not being a business job, being entirely a social factor and relating to social system, indirectly related with information input of respondents, having no sufficient time to write and publish works, none availability of environment to compete, none availability of sufficient opportunity to participate in seminars/conferences and involving in teaching rather than guidance.

Study showed that there was significant association between job experience, training undergone, perceived workload, achievement motivation, aspiration, scientific orientation, attitude towards organization, abroad exposure/country visited and awards/recognition received with job satisfaction. This may be due to experience might have resulted in the type of considerable gain for the tasks in their job, role of training in quality of teaching, efficiently performing of work by the respondents, wishing to achieve the best out of his job, having very high level of aspiration, searching and gaining scientific information, having more favorable attitude towards the work and organization, feeling that going to out of the country helps for gaining up to date information and willing for promotion.

Study showed that there was highly significant association between education and organizational climate with job satisfaction. This is may be due to mostly holding doctoral degree by the respondents and having the organizational factors more impact to job satisfaction. The present findings were supported by the findings of Reddy (1982), Narasimhagowda (189), Meti (1992), Mary (2010), Munshi (2010), Mehboob, *et al.* (2012), Ram and Choudhury (2013), Veldman *et al.* (2013) and Gopika (2014).

4.7. Extent of contribution of independent variables on the Job perception, Job performance and Job satisfaction of teachers

4.7.1. Extent of contribution of independent variables on the Job perception of teachers

Multiple regression analysis was undertaken to determine the extent of contribution of independent variables on the job perception of teachers. A cursory look at Table 25 reveals that 64.51 per cent ($R^2 = 0.6451$) of the variation in the job perception of teachers could be explained by all the 22 independent variables selected for the study. The 'F' value of 15.59 revealed the significance at one per cent level of regression equation in the prediction of results.

Table 25. Extent of contribution of independent variables to Job perception**(n=180)**

SL. No	Independent variables	Regression co-efficient	Standard error	t value
1.	Sex	0.057	0.012	0.210 ^{NS}
2.	Age	0.481	0.466	0.968 ^{NS}
3.	Education	0.254	0.568	2.232 *
4.	Family size	0.327	0.092	0.281 ^{NS}
5.	Annual income	0.308	0.391	1.268 ^{NS}
6.	Rural- urban background	0.344	0.333	0.968 ^{NS}
7.	Job experience	0.206	0.968	4.692 *
8.	Rural experience	0.590	0.761	1.288 ^{NS}
9.	Mass media participation	0.351	0.621	1.768 ^{NS}
10.	Training undergone	0.337	0.678	2.011 *
11.	Perceived work load	0.221	0.812	3.667 **
12.	Number of publications	0.255	0.222	0.869 ^{NS}
13.	Achievement motivation	0.333	0.666	1.999 *
14.	Aspiration	0.328	0.712	2.168 *
15.	Competition orientation	0.106	0.191	1.786 ^{NS}
16.	Scientific orientation	0.093	0.176	1.888 ^{NS}
17.	Organizational climate	0.161	0.912	5.666 **
18.	Attitude towards organization	0.311	0.676	2.169 *
19.	Participation on seminars/conferences	0.113	0.188	1.666 ^{NS}
20.	Abroad exposure/countries visited	0.291	0.282	0.968 ^{NS}
21.	Awards/Recognition received	0.457	0.966	2.111 *
22.	Number of post graduate students guided	0.281	0.197	0.699 ^{NS}

**= Significant at 1 per cent level

*= Significant at 5 per cent level

NS= Non-significant

R²=0.6451

F=15.59 **

It may be further observed from the Table that out of 22 independent variables, only nine variables viz., education, job experience, training undergone, perceived work load, achievement motivation, aspiration, organizational climate, attitude towards organization and awards/recognition received were significant in multiple regression analysis in explaining the variation in the job perception level of teachers. These nine variables have synergic effects to one another, helping each other to have a positive relation to the job perception of teachers. The probable reasons for association between the variables discussed earlier hold good here also. These variables are considered to be the crucial variables in explaining the job perception.

4.7.2. Extent of contribution of independent variables on the Job performance of teachers

The examination of Table 26 reveals that the 22 independent variables had contributed to the tune of 69.30 per cent (R²=0.693) variation on the job performance

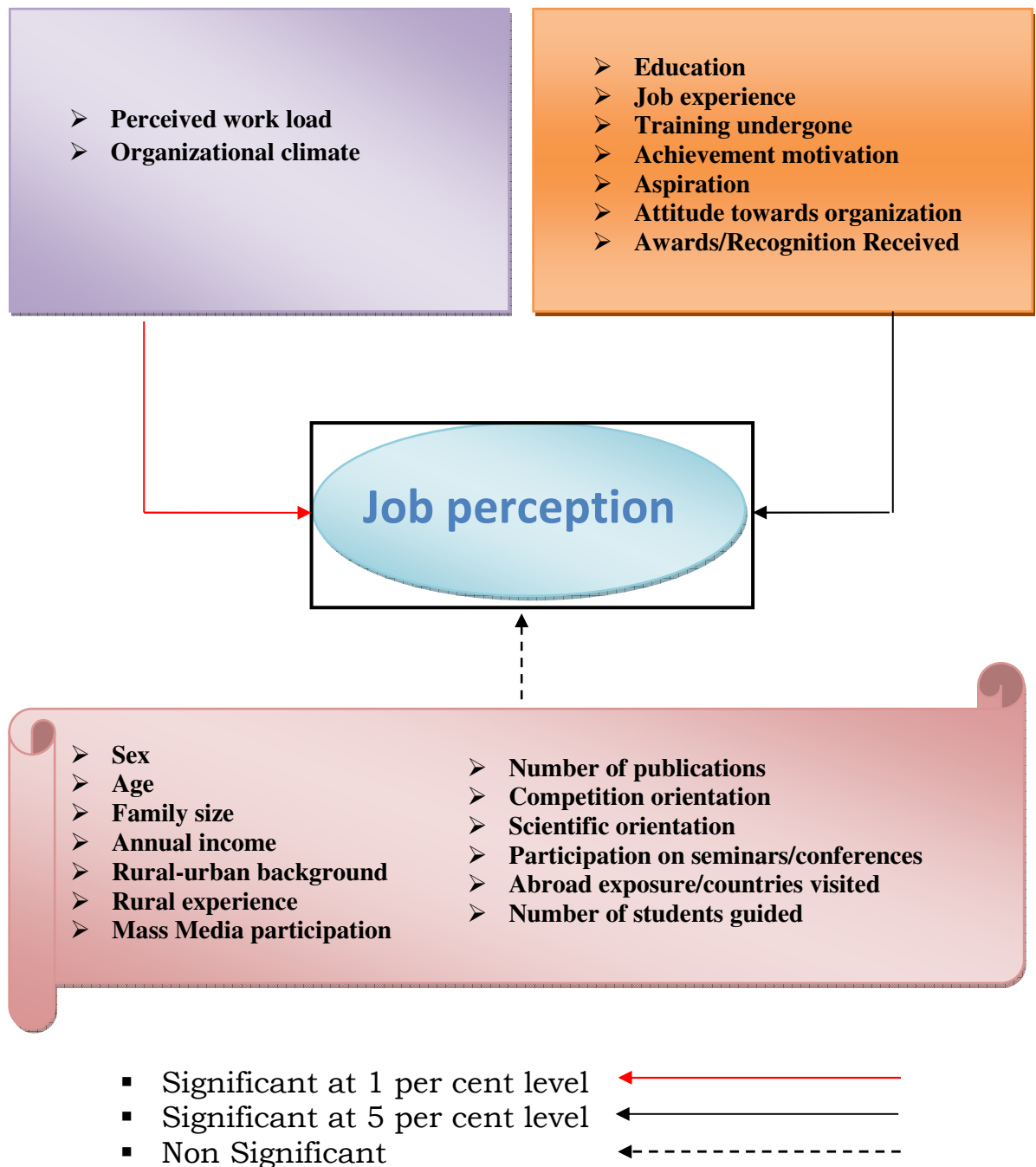


Fig. 14: Extent contribution of independent variables to job perception

of teachers. The results further revealed that the independent variables, such as, education, job experience, training undergone, achievement motivation, aspiration, organizational climate, attitude towards organization and awards/recognition received were significant in multiple regression analysis in explaining the variation on the job performance of teachers. The said eight independent variables have immensely contributed to the job performance of teachers. The probable reasons for relationship between the variables discussed earlier hold good here also. These variables are considered to be the crucial variables in explaining the job performance.

Table 26. Extent of contribution of independent variables to Job performance
(n=180)

SL. No	Independent variables	Regression co-efficient	Standard error	t value
1.	Sex	0.944	0.212	0.225 ^{NS}
2.	Age	0.456	0.122	0.267 ^{NS}
3.	Education	0.265	0.828	3.136 ^{**}
4.	Family size	0.824	0.512	0.621 ^{NS}
5.	Annual income	0.319	0.412	1.291 ^{NS}
6.	Rural- urban background	0.014	0.014	0.961 ^{NS}
7.	Job experience	0.320	0.922	2.888 ^{**}
8.	Rural experience	0.148	0.231	1.560 ^{NS}
9.	Mass media participation	0.211	0.362	1.712 ^{NS}
10.	Training undergone	0.324	0.692	2.134 [*]
11.	Perceived work load	0.243	0.412	1.691 ^{NS}
12.	Number of publications	0.763	0.512	0.671 ^{NS}
13.	Achievement motivation	0.365	0.012	2.222 [*]
14.	Aspiration	0.324	0.699	2.156 [*]
15.	Competition orientation	0.344	0.616	1.788 ^{NS}
16.	Scientific orientation	0.335	0.561	1.671 ^{NS}
17.	Organizational climate	0.158	0.888	5.613 ^{**}
18.	Attitude towards organization	0.235	0.926	3.916 ^{**}
19.	Participation on seminars/conferences	0.251	0.421	1.67 ^{NS}
20.	Abroad exposure/countries visited	0.392	0.383	0.976 ^{NS}
21.	Awards/Recognition received	0.397	0.791	1.999 [*]
22.	Number of post graduate students guided	0.131	0.091	0.691 ^{NS}

**= Significant at 1 per cent level
NS= Non-significant

= Significant at 5 per cent level
R²=0.693 F=15.69**

4.7.3. Extent of contribution of independent variables on the Job satisfaction of teachers

Table 27 reveals that all the 22 independent variables fitted in the regression model explained 63.60 per cent ($R^2=0.636$) of the variation in the job satisfaction of teachers. The regression co-efficient of variables such as education, job experience, training undergone, perceived work load, achievement motivation, aspiration, organizational climate, attitude towards organizations and awards/recognition received were found significant in explaining the variation on job satisfaction level of the teachers. These nine variables have significant effect on the job satisfaction of the teachers. The probable reasons explained for association between the variables discussed earlier hold good here also. These variables are considered to be the crucial variables in explaining the job satisfaction.

Table 27. Extent of contribution of independent variables to Job satisfaction

(n=180)

SL. No	Independent variables	Regression co-efficient	Standard error	t value
1.	Sex	0.273	0.081	0.296 ^{NS}
2.	Age	0.249	0.082	0.329 ^{NS}
3.	Education	0.409	0.888	2.169 *
4.	Family size	0.412	0.412	1.001 ^{NS}
5.	Annual income	0.076	0.092	1.216 ^{NS}
6.	Rural- urban background	0.199	0.193	0.968 ^{NS}
7.	Job experience	0.252	0.912	3.616 **
8.	Rural experience	0.220	0.443	2.011 ^{NS}
9.	Mass media participation	0.581	0.563	0.968 ^{NS}
10.	Training undergone	0.339	0.716	2.112 *
11.	Perceived work load	0.459	0.919	2.006 *
12.	Number of publications	0.822	0.673	0.818 ^{NS}
13.	Achievement motivation	0.322	0.699	2.166 *
14.	Aspiration	0.394	0.786	1.999 *
15.	Competition orientation	0.597	0.723	1.212 ^{NS}
16.	Scientific orientation	0.333	0.336	1.006 ^{NS}
17.	Organizational climate	0.346	0.921	2.666 **
18.	Attitude towards organization	0.341	0.688	2.012 *
19.	Participation on seminars/conferences	0.817	0.569	0.696 ^{NS}
20.	Abroad exposure/countries visited	0.738	0.419	0.567 ^{NS}
21.	Awards/Recognition received	0.354	0.712	2.006 *
22.	Number of post graduate students guided	0.490	0.312	0.886 ^{NS}

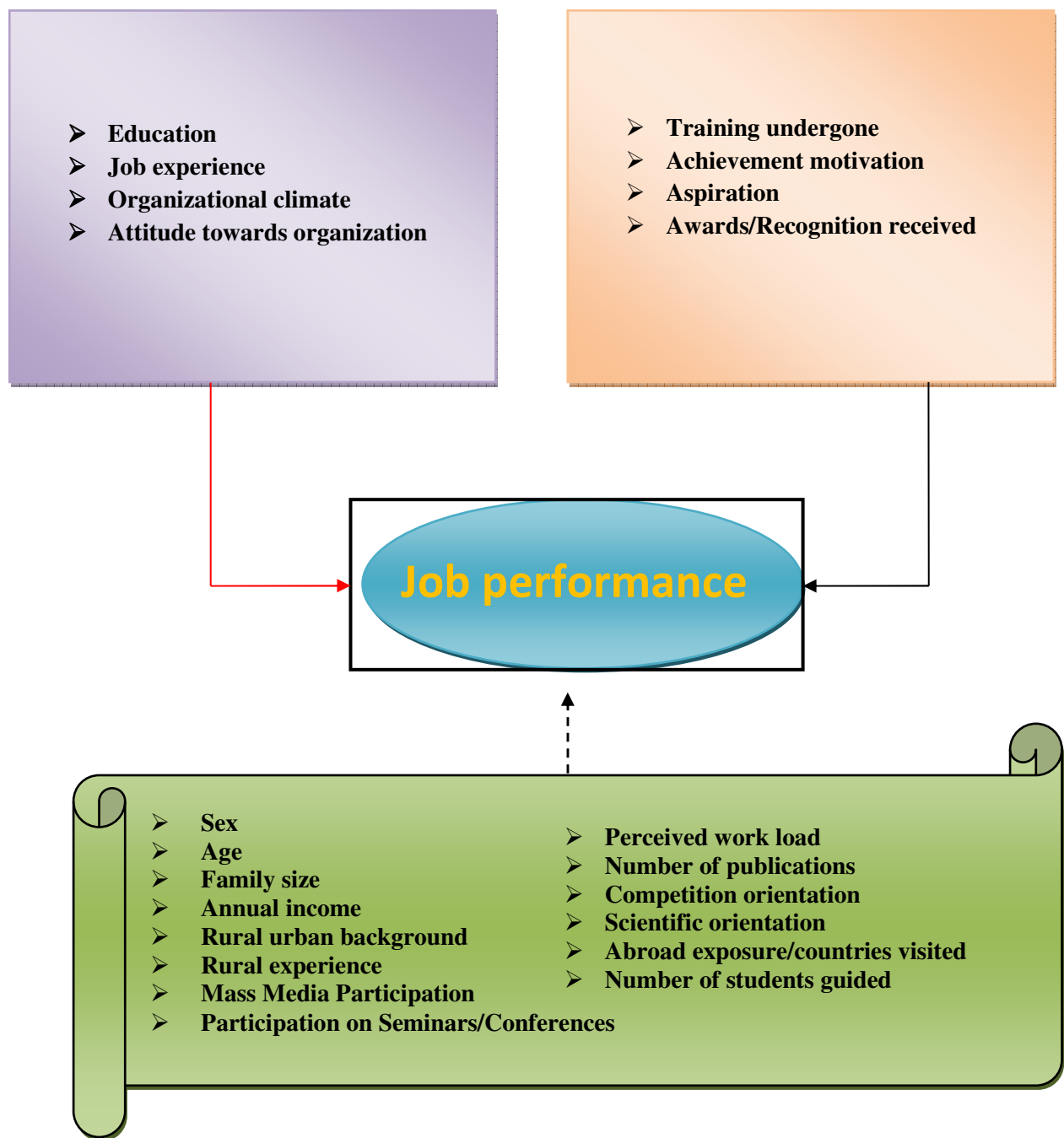
**= Significant at 1 per cent level

NS= Non-significant

*= Significant at 5 per cent level

$R^2=0.636$

F=14.68**



- Significant at 1 per cent level
- Significant at 5 per cent level
- Non Significant

Fig. 15: Extent contribution of independent variables to job performance



Fig. 16: Extent contribution of independent variables to job satisfaction

4.8. Problems of teachers

4.8.1. Problems of UAS (B) and UAS (D) teachers

The data in Table 28 indicates the problems faced by UAS (B) and UAS (D) teachers. It can be observed from Table 28 that among the problems faced by UAS (B) teachers: the teachers being burdened with non-academic/clerical activities, lack of opportunities to pursue post-doctoral programme, lack of LCD facility in classrooms, untimely transfers, insufficient number of computers with speed internet facility and lack of pre-service/in-service trainings were the important problems obtaining I, II, III, IV, V and VI ranks respectively. The other problems such as, lack of opportunity to participate in seminars/conference/training programme etc., more work load due to less number of teachers, non-cooperation among teachers and lack of funds for conducting research were placed in VII, VIII, IX and X ranks, respectively. Whereas, lack of transport facilities, lack of recognition, insufficient staff quarters and lack of laboratory facilities occupied the last XI, XII, XIII and XIV ranks, respectively.

The problems expressed by UAS (D) teachers in their order of preference are: the teachers being burdened with non-academic/clerical activities (Rank I), lack of opportunities to pursue post-doctoral programme (Rank II), lack of LCD facility in classrooms (Rank III), untimely transfers (Rank IV), lack of pre-service/in-service trainings (Rank V), insufficient number of computers with speed internet facility (Rank VI), lack of opportunity to participate in seminars/conference/training programme etc. (Rank VII), non-cooperation among teachers (Rank VIII), more work load due to less number of teachers (Rank IX), lack of recognition (Rank X), lack of funds for conducting research (Rank XI), lack of laboratory facilities (Rank XII), insufficient staff quarters (Rank XIII) and lack of transport facilities (Rank XIII).

The problems of the teachers being burdened with non-academic/clerical activities, lack of opportunities to pursue post-doctoral programme, lack of LCD facility in classrooms and untimely transfers, which got the first to fourth ranks in both UAS (B) and UAS (D) teachers seem to affect the job performance of teachers to the maximum. Teachers should focus more on academic activities only, they must be prodded opportunity to pursue post-doctoral programme, availability of sufficient LCD facilities enable the teachers to introduce innovative learning situation in classrooms, lack of transparency in transfers make the teachers to hopeless in being justice in the organization, as far as limitation in number of computers with speed internet prevent the teachers to upgrade their information, pre-service and in-service training is also needed for teachers who employed recently to help them for better performance. The teachers if not provided opportunities to attend seminars and workshops related to their subjects they might not be able to upgrade their knowledge which is an important component of job performance. The remaining problems such as: more work load due to less teachers, Non-cooperation among teachers, lack of funds for conducting research, lack of transport facilities, lack of recognition, insufficient staff quarters and lack of laboratory facilities were not perceived as major constraints as they are not prevalent to a great extent in the university. Similar findings were reported by Naika (1999), Kiran (2004), Ravikanth (2007), Aimable (2011) and Pandey and Solanki (2015).

Table 28. Problems of UAS (B) and UAS (D) teachers

SL. No.	Problems*	Teachers					
		UAS (B) (n= 90)			UAS (D) (n= 90)		
		No.	%	Rank	No.	%	Rank
1	Lack of opportunities to pursue post-doctoral programme	65	72.22	II	60	66.66	II
2	Non-co-operation among teachers	22	24.44	IX	29	32.22	VIII
3	More work load due to less teachers	25	27.77	VIII	26	28.88	IX
4	Insufficient number of computers with speed internet facility	34	37.77	V	37	41.11	VI
5	Lack of recognition	18	20.00	XII	24	26.66	X
6	Lack of funds for conducting research	20	22.22	X	19	21.11	XI
7	Lack of laboratory facilities	11	12.22	XIV	15	16.66	XII
8	Untimely transfers (lack of transparency in transfers)	38	42.22	IV	44	48.88	IV
9	Insufficient staff quarters	13	14.44	XIII	11	12.22	XIII
10	Teachers burdened with non-academic /clerical activities (Scrutinizers, warden, members for various committees etc .)	71	78.88	I	61	67.77	I
11	Lack of LCD facility in classrooms	41	45.55	III	55	61.11	III
12	Lack of pre-service/in-service trainings	31	34.44	VI	38	42.22	V
13	Lack of opportunities to participate in seminars/conference/training programme etc.	29	32.22	VII	36	40.00	VII
14	Lack of transport facilities	19	21.11	XI	11	12.22	XIII
Total		90	100.00		90	100.00	

*Multiple responses is possible

4.8. 2. Problems of Assistant Professors, Associate Professors, Professors and Pooled sample

Table 29 presents the problems which expressed by Assistant Professors, Associate Professors, Professors and Pooled sample. The result in Table 29 reveals that, the teachers being burdened with non-academic/clerical activities occupied the

first rank by Associate Professors, Professors and Pooled sample and second rank by Assistant Professors. Lack of opportunities to pursue post-doctoral programme, accorded first rank by Assistant Professors, second rank by Associate Professors and Pooled sample and third rank by Professors respectively. Lack of LCD facility in classrooms obtained the third ranks by all teachers' categories. Untimely transfers occupied the second rank by Professors, 4th rank by Associate Professor and Pooled sample and 9th rank by Assistant Professors. Insufficient number of computers with speed internet facility, obtained 4th rank by Assistant Professors, 5th rank by Associate Professors and Pooled sample and 6th rank by Professors. Lack of pre-service/in-service trainings accorded 5th rank by Assistant Professors, 6th rank by Pooled sample, 7th rank by Associate Professors and 8th rank by Professors. Lack of opportunity to participate in seminars/conference/training programme etc. got 4th rank by Professors, 6th rank by Associate Professors and 7th rank by Assistant Professors and Pooled sample. Non-cooperation among teachers, accorded 6th rank by Assistant Professors, 8th ranks by Associate Professors and Pooled sample and 9th rank by Professors. More work load due to less number of teachers, obtained 6th by Professors, 8th ranks by Assistant Professors and Pooled sample and 9th rank by Associate Professors. Lack of recognition, accorded 5th rank by Professors, 9th rank by Pooled sample, 11th rank by Associate Professors and 13th rank by Assistant Professors. Lack of funds for conducting research, obtained 7th rank by Professors and 10th ranks by Assistant Professors, Associate Professors and Pooled sample. Lack of transport facilities, obtained 9th rank by Professors, 11th ranks by Assistant Professors and Pooled sample and 13th rank by Associate Professors. Lack of laboratory facilities, got 8th rank by Professors, 12th ranks by Associate Professors and Pooled sample and 14th rank by Assistant Professors. Insufficient staff quarters, accorded 10th rank by Professors, 12th rank by Assistant Professors, 13th rank by Pooled sample and 14th rank by Associate Professors.

A speculative glance into the results of Table 29 would reveal that a few variations are there among the category of respondents ie; Assistant Professors, Associate Professors and Professors with respect to their perception about the problems faced by them. For example: Lack of opportunities to pursue post-doctoral programme, accorded the first rank by Assistant Professors, second rank by Associate Professors and third rank by Professors. It is maybe due to their age, because Assistant Professors are younger than Associate Professors, so they prefer to join to post-doctoral programme since they have time, and likewise Associate Professors younger than Professors. Lack of LCD facility in classrooms, is common for all that is why all categories of teachers quoted it as their third ranks because they faced on this constraint equally. The teachers being burdened with non-academic/clerical activities, obtained first rank by Professors and Associate Professors and second rank by Assistant Professors, it may be the first two categories are busier on academic activities compare to Assistant Professors. Insufficient number of computers with speed internet facility is another major problem which accorded the 4th rank by Assistant Professors, 5th rank by Associate Professors and 6th rank by Professors it is again maybe due to priority of using new technology and upgrade their knowledge. Untimely transfer is one of the other major problem which obtained second rank by Professors, 4th rank by Associate Professors and 9th rank by Assistant Professors, it is because the respondents are not believe in transparency of transfer. Likewise, the remain problems which are expressed by the respondents should be considered by the concerned planners and policy makers in future.

Table 29. Problems of Assistant Professors, Associate Professors, Professors and Pooled sample

SL. No.	Problems*	Teachers											
		Asst. Prof. (n= 60)			Assoc. Prof. (n= 60)			Professor(n= 60)			Pooled sample (n= 180)		
		No.	%	Rank	No.	%	Rank	No.	%	Rank	No.	%	Rank
1	Lack of opportunities to pursue post-doctoral programme	55	91.66	I	40	66.66	II	30	50.00	III	125	69.44	II
2	Non-co-operation among teachers	25	41.66	VI	18	30.00	VIII	08	13.33	IX	51	28.33	VIII
3	More work load due to less teachers	19	31.66	VIII	17	28.33	IX	15	25.00	VI	51	28.33	VIII
4	Insufficient number of computers with speed internet facility	33	55.00	IV	23	38.33	V	15	25.00	VI	71	39.44	V
5	Lack of recognition	10	16.66	XIII	11	11.66	XI	21	35.00	V	42	23.33	IX
6	Lack of funds for conducting research	15	25.00	X	13	21.66	X	11	11.66	VII	39	21.66	X
7	Lack of laboratory facilities	07	11.66	XIV	09	15.00	XII	10	16.66	VIII	26	14.44	XII
8	Untimely transfers (lack of transparency in transfers)	18	30.00	IX	28	46.66	IV	36	60.00	II	82	45.55	IV
9	Insufficient staff quarters	11	18.33	XII	07	11.66	XIV	06	10.00	X	24	13.33	XIII
10	Teachers burdened with non-academic /clerical activities (Scrutinizers, warden, members for various committees etc.)	45	75.00	II	48	80.00	I	44	73.33	I	137	76.11	I
11	Lack of LCD facility in classrooms	34	56.66	III	32	53.33	III	30	50.00	III	96	53.33	III
12	Lack of pre-service/in-service trainings	30	83.33	V	19	31.66	VII	10	16.66	VIII	69	38.33	VI
13	Lack of opportunities to participate in seminars/conference/training programme etc.	22	36.66	VII	20	33.33	VI	23	38.33	IV	65	36.11	VII
14	Lack of transport facilities	14	23.33	XI	08	13.33	XIII	08	13.33	IX	30	16.66	XI
Total		60	100.00		60	100.00		60	100.00		180	100.00	

*Multiple response is possible

4.9. Suggestions of teachers

4.9.1. Suggestions of UAS (B) and UAS (D) teachers

Table 30 shows the results of the data pertaining to the suggestions of UAS (B) and UAS (D) teachers. The results in Table 30 reveals that, teachers must be relived from non-academic/clerical works, deputed to pursue post-doctoral programme, providing LCD facility in all classrooms, transparency in transfer policy, provision of adequate number of computers with speed internet facility and deputing teachers for pre-service/in-service training programmes were the important suggestions expressed by UAS (B) teachers, which were accorded I, II, III, IV, V and VI ranks respectively. Deputing teachers to participate in seminars/conference/training programme etc., recruitment of teachers for reducing work load of present faculty, good working atmosphere needed for performing work, providing adequate funds for conducting research were the suggestion of teachers which were ranked VII, VIII, IX and X ranks, respectively. Adequate transport facilities, providing recognition for teachers for good work, adequate number of staff quarters and establishing adequate laboratory facilities were the other suggestions of UAS (B) teachers which were accorded XI, XII, XIII, and XIV ranks, respectively.

Suggestions offered by UAS (D) teachers in rank order are : teachers must be relived from non-academic/clerical works (Rank I), deputed to pursue post-doctoral programme (Rank II), providing LCD facility in all classrooms (Rank III), transparency in transfer policy(Rank IV) , deputing teachers for pre-service/in-service training programmes (Rank V), provision of adequate number of computers with speed internet facility (Rank VI), deputing teachers to participate in seminars/conference/training programme etc. (Rank VII), good working atmosphere needed for performing work (Rank VIII), recruitment of teachers for reducing work load of present faculty (Rank IX), providing recognition for teachers for good work (Rank X), providing adequate funds for conducting research (Rank XI), establishing adequate laboratory facilities (Rank XII), adequate number of staff quarters (Rank XIII) and Adequate transport facilities (Rank XIII).

The probable reasons for the suggestions given by UAS (B) and UAS (D) teachers are based on the problems what they faced to show off better performance for their job. The suggestion such as: teachers must be relived from non-academic/clerical works, deputed to pursue post-doctoral programme, providing LCD facility in all classrooms, transparency in transfer policy, which are the major suggestions and got the first to fourth ranks in both UAS (B) and UAS (D) teachers seem to be very important for the respondents, similarly the suggestions such as, provision of adequate number of computers with speed internet facility, deputing teachers for pre-service/in-service training programmes, deputing teachers to participate in seminars/conference/training programme etc., recruitment of teachers for reducing work load of present faculty, establishing adequate laboratory facilities, good working atmosphere needed for performing work, providing adequate funds for conducting research, adequate transport facilities, providing recognition for teachers for good work, adequate number of staff quarters and establishing adequate laboratory facilities which quoted by the respondents should be considered by the concerned planners and policy makers.

Table 30. Suggestions offered by teachers working in UAS (B) and UAS (D)

SL. No.	Suggestions*	Teachers					
		UAS (B) (n= 90)			UAS (D) (n= 90)		
		No.	%	Rank	No.	%	Rank
1	Deputing teachers to pursue post-doctoral programme.	65	72.22	II	60	66.66	II
2	Good working atmosphere needed for performing good work.	22	24.44	IX	29	32.22	VII I
3	Recruitment of teachers for reducing work load of present faculty	25	27.77	VIII	26	28.88	IX
4	Providing adequate number of computers with speed internet facility	34	37.77	V	37	41.11	VI
5	Providing recognition for teachers for good work	18	20.00	XII	24	26.66	X
6	Providing adequate funds for conducting research	20	22.22	X	19	21.11	XI
7	Establishing adequate laboratory facilities	11	12.22	XIV	15	16.66	XII
8	Transparency in transfer policy(once in 5 years)	38	42.22	IV	44	48.88	IV
9	Adequate number of staff quarters	13	14.44	XIII	11	12.22	XII I
10	Teachers must to be relieved from with non-academic /clerical activities (Scrutinizers, warden, members for various committees etc)	71	78.88	I	61	67.77	I
11	Providing LCD facility in all classrooms	41	45.55	III	55	61.11	III
12	Providing /Deputing teachers for pre-service/in-service trainings	31	34.44	VI	38	42.22	V
13	Deputing teachers to participate in seminars/conference/training programme etc.	29	32.22	VII	36	40.00	VII
14	Adequate transport facilities for taking students to field work/visits to organizations	19	21.11	XI	11	12.22	XII I
Total		90	100.00		90	100.00	

*Multiple responses is possible

Hence, suitable policy decision might be essential in the cited suggestions of teachers so as to satisfy the teachers to improve the functioning of State Agricultural Universities. The result gets support from the findings of Veeraraghavareddy and Venkureddy (1990), Singh and Roy (1991) and Thippeswamaiah (1991).

4.9.2. Suggestions of Assistant Professors, Associate Professors, Professors and Pooled sample

Table 31 highlights the suggestions offered by Assistant Professors, Associate Professors, Professors and Pooled sample. The details are presented below.

It is observed from Table 31 that, teachers must be relieved from non-academic/clerical works obtained first rank by Associate Professors, Professors and Pooled sample and second rank by Assistant Professors. Deputator to pursue post-doctoral programme obtained first rank by Assistant Professors, second rank by Associate Professors and Pooled sample and third rank by Professors, providing LCD facility in all classrooms got the third rank by all category of teachers, transparency in transfer policy obtained second rank by Professor, 4th rank by Associate Professors and Pooled sample and 9th rank by Assistant Professors, provision of adequate number of computers with speed internet facility got 4th rank by Assistant Professors, 5th rank by Associate Professors and Pooled sample, and 6th rank by Professors, deputing teachers for pre-service/in-service training programmes got 5th rank by Assistant Professors, 6th rank by Pooled sample, 7th rank by Associate Professors and 8th rank by Professors, deputing teachers to participate in seminars/conference/training programme etc., obtained 4th rank by Professors, 6th rank by Associate Professors and 7th rank by Assistant Professors and Pooled sample, recruitment of teachers for reducing work load of present faculty, got 6th rank by Professors, 8th rank by Assistant Professors and Pooled sample and 9th rank by Associate Professors, good working atmosphere needed for performing work, obtained 6th rank by Assistant Professors, 8th rank by Associate Professors and Pooled sample and 9th rank by Professors, providing recognition for teachers for good work, got 5th rank by Professors, 9th rank by Pooled sample, 11th rank by Associate Professors and 13th rank by Assistant Professors, providing adequate funds for conducting research got 7th rank by Professors, 10th rank by Assistant Professors, Associate Professors and Pooled sample, adequate transport facilities got 9th rank by Professors, 11th rank by Assistant Professors and Pooled sample and 13th rank by Associate Professors, establishing adequate laboratory facilities obtained 8th rank by Professors, 12th rank by Associate Professors and Pooled sample and 14th rank by Assistant Professors and finally, adequate number of staff quarters got 10th rank by Professors, 12th rank by Assistant Professors, 13th rank by Pooled sample and 14th rank by Associate Professors respectively.

Many suggestions were expressed by teachers to overcome the problems in practicing teaching. The proper reasons for the suggestions given by the teachers are based on the problems what they face to take up teaching and retain it. Actually they have given one suggestion for each problem.

Deputing teachers to pursue post-doctoral programme, teachers must be relieved from non-academic/clerical works, providing LCD facilities in all classrooms, transparency in transfer policy, proving adequate number of computers with speed internet facility, deputing teachers for pre-service/in-service trainings have to be considered by the concerned planners and policy makers in order to overcome the constraints which has been faced by the teachers.

Table 31. Suggestions offered by Assistant Professor, Associate Professor, Professor and Pooled sample

SL. No.	Suggestions	Teachers											
		Asst. Prof. (n= 60)			Assoc. Prof. (n= 60)			Professor (n= 60)			Pooledsample(n=180)		
		No.	%	Rank	No.	%	Rank	No.	%	Rank	No.	%	Rank
1	Deputing teachers to pursue post-doctoral programme	55	91.66	I	40	66.66	II	30	50.00	III	125	69.44	II
2	Good working atmosphere needed for performing work	25	41.66	VI	18	30.00	VIII	08	13.33	IX	51	28.33	VIII
3	Recruitment of teachers for reducing work load of present faculty	19	31.66	VIII	17	28.33	IX	15	25.00	VI	51	28.33	VIII
4	Providing adequate number of computers with speed internet facility	33	55.00	IV	23	38.33	V	15	25.00	VI	71	39.44	V
5	Providing recognition for teachers for good work	10	16.66	XIII	11	11.66	XI	21	35.00	V	42	23.33	IX
6	Providing adequate funds for conducting research	15	25.00	X	13	21.66	X	11	11.66	VII	39	21.66	X
7	Establishing adequate laboratory facilities	07	11.66	XIV	09	15.00	XII	10	16.66	VIII	26	14.44	XII
8	Transparency in transfer policy (once in 5 years)	18	30.00	IX	28	46.66	IV	36	60.00	II	82	45.55	IV
9	Adequate number of staff quarters	11	18.33	XII	07	11.66	XIV	06	10.00	X	24	13.33	XIII
10	Teachers must to be relieved from with non-academic /clerical activities (Scrutinizers, warden, members for various committees etc .)	45	75.00	II	48	80.00	I	44	73.33	I	137	76.11	I
11	Providing LCD facility in all classrooms	34	56.66	III	32	53.33	III	30	50.00	III	96	53.33	III
12	Providing /Deputing teachers for pre-service/in-service trainings	30	83.33	V	19	31.66	VII	10	16.66	VIII	69	38.33	VI
13	Deputing teachers to participate in seminars/conference/training programme etc.	22	36.66	VII	20	33.33	VI	23	38.33	IV	65	36.11	VII
14	Adequate transport facilities for taking students to field work/visits to organizations	14	23.33	XI	08	13.33	XIII	08	13.33	IX	30	16.66	XI
Total		60	100.00		60	100.00		60	100.00		180	100.00	

*Multiple responses is possible

V SUMMARY

Education plays a vital role in human resources development. In fact education is that which brings about desirable changes in human beings. The prosperity of a nation does not depend on natural resource, and industrial development alone. The level of education among the masses of the country is a vital factor that determines the prosperity of a nation. In India, even after much industrialization, agriculture still remains a significant contributor to the nation's wealth and prosperity. Hence, education on agriculture and rural development is very vital to bring about revolution in the rural/agrarian scenario of this nation. The primitive farming practices associated with the Indian farmers cannot be done away by radical policies or by proliferation of staff at the centre, through a few massive irrigational projects, outsized farms etc. Even these can make the expected impacts on production only when adequate and efficient extension education programmes are available and are backed by the regular flow of new and profitable technology from problem oriented research.

Teachers are arguably the most important group of professionals for the nation's future. The teacher plays a dynamic role in our lives. A school without teacher is just like a body without the soul. A teacher, who is happy with his job, plays a pivotal role in the upliftment of society. Well adjusted and satisfied teacher can contribute a lot to the well being of his/her students. In this task of building up valuable research, appropriate extension methods and training the human resource for development, hundreds of technically qualified, persons are engaged in agricultural universities in the form of Professors, Associate Professors and Assistant Professors. No factor in the teaching-learning process is more important than that of the teacher. The educational benefits that children of a nation derive depend greatly if not entirely on the quality of teachers. But this quality of tends to vary from teacher to teacher.

Job perception of teachers is generally how they feel about different aspects of their jobs, extent to which they like or dislike their jobs and also considered a strong predictor of overall individual well-being as well as a good predictor of intentions or decisions of teachers to leave their job.

Job performance of the teachers is another criterion for evaluating the effectiveness of an organization. Job performance of the employees is to know their level of performance and delineate the facts responsible for it. However, in many organizations especially under public sector, the performance of the staff is associated mostly to fulfill the organizational goals such as promotions, transfers and for determining the training needs. But in developmental organizations the performance of the staff is assessed in order to achieve some targeted objectives.

Job satisfaction is a criterion for evaluation the effectiveness of an organization. Greater satisfactions lead in a simple or direct way to superior performance. Essentially, job satisfaction is a person's attitude towards the job itself. A person with a high level of job satisfaction holds very positive attitudes about the work place, and conversely, a person dissatisfied with the job embraces negative attitudes towards the job environment. The importance attached to job satisfaction rests on humanistic values, the effects of job satisfaction on mental and physical health. An employee who has no satisfaction with his job will be a poor performer. It

is therefore, very necessary to know the extent to which the teachers are satisfied with their work organization.

Any organization, small or big needs constant studies and evaluation, in order to ascertain the measures necessary to improve areas of deficiency, so as to attain a faster rate of growth and development towards achieving its goals. It is in this context, the present study was conducted with the following specific objectives

1. To develop scales to measure the job perception and job satisfaction of teachers.
2. To assess the job perception, job performance and job satisfaction of teachers of State Agricultural Universities.
3. To find out the association between job perception, job performance and job satisfaction of teachers with their socio-economic characteristics and,
4. To document the problems and suggestions of teachers

The study was conducted during 2014-2015 at University of Agricultural Sciences (UAS), Bangalore with two sub campuses viz; Agriculture College, Hassan and Sericulture College, Chintamani and University of Agricultural Sciences (UAS), Dharwad with two sub campuses viz, Forestry College, Sirsi and Agriculture College Hanumanamatti. The ex-post-facto research design was employed for the study. Data collection was done through personal interview method with the help of questionnaire. The target population was teachers. Totally 180 respondents (90 respondents from UAS, Bangalore with two sub campuses and 90 respondents from UAS Dharwad with two sub campuses) were selected for the study.

Three dependent variables viz., job perception, job satisfaction and job performance and twenty two independent variables namely Sex, Age, Education, Family size, Annual Income, Rural urban background, Job experience, Rural experience, Training undergone, Mass media participation, Perceived work load, number of publications, Achievement motivation, Aspiration, Competition orientation, Scientific orientation, Organizational climate, Attitude towards organization, Participation in seminars/conferences, Abroad exposure/countries visited, Awards/Recognition received and number of graduate students guided were considered for the study looking to the objectives of the study. Two scales were developed to measure the job perception and job satisfaction of teachers. The scale developed by Sundaraswamy (1987) was used with slight modifications to measure the job performance of teachers. The independent variables selected for the study were quantified by using suitable scales. Data was collected using pretested, structured questionnaire developed for the study through personal interview method. The collected data were quantified and analyzed using frequencies, percentages, mean, standard deviation and appropriate statistical tests like Chi-square analysis, 't' test, Regression coefficient and Contingency coefficient.

Salient findings of the study

1. The scales developed for measuring the job perception and job satisfaction of teachers were found reliable, valid and internally consistent. Hence, the scales could be used to measure the perception and satisfaction of teachers towards their jobs.
2. With respect to personal characteristics of UAS (B) teachers, it was found that a large number of teachers were male (87.78 %), middle aged (54.45 %), holding doctoral degree (74.45 %), with high level of job experience (35.56 %) and rural experience (37.78 %) and belong to medium categories of family size (60.00 %) and medium levels of rural urban background (42.22 %). In UAS (D) situation, 76.67 per cent of teachers were male, 50.00 per cent of them were middle aged, 83.33 per cent were graduated up to doctoral degree, 62.22 per cent had medium sized family, 44.44 per cent had rural experience, 37.78 per cent had high job experience and 44.44 per cent of them were in high level of rural-urban background.
3. Regarding socio-economic characteristics, majority (56.67 %) of teachers in UAS (B) were in low levels of awards/recognition received and high levels of annual income (35.56 %). While, majority of UAS (D) teachers were found in low levels of awards/recognition received (62.22 %) and medium levels of annual income (40.00 %).
4. It was observed that among psychological characteristics of teachers, most of UAS (B) teachers were found in medium levels of perceived work load (42.22 %), aspiration (52.22 %), competition orientation (74.44 %), scientific orientation (68.89 %), organizational climate (44.44 %), favourable attitude towards organization (41.11%) and high levels of achievement motivation (40.00 %). Whereas, more number of UAS (D) teachers possessed favorable attitude towards organization (38.89 %), medium levels of perceived work load (51.11%), achievement motivation (41.11%), aspiration (44.44 %), competition orientation (68.89 %), scientific orientation (81.11%) and organizational climate (46.67 %).
5. With respect to communication characteristics of teachers in UAS (B), most of the respondents had low levels of participation in seminars/conference (44.44 %), abroad exposure/countries visited (68.89 %) and number of post graduate students guided (41.11 %), and medium levels of mass media participation (45.56 %), training undergone (53.33 %) and number of publications published (42.22 %). On the other hand, a greater number of UAS (D) teachers had low levels of participation in seminars/conference (50.00 %), abroad exposure/countries visited (76.67 %), and number of post graduate students guided (40.00 %). More number of the respondents were found in moderate/medium levels of mass media participation (70.00 %), training undergone (63.33 %) and number of publications (46.67 %).
6. Regarding overall job perception, 38.89 per cent of UAS (B) teachers were found in high level of job perception category, followed by 31.11 and 30.00 per cent in medium and low categories of job perception, respectively. A great majority (70.00 %) of UAS (B) teachers were belonging to medium to high level of job perception categories. On the other hand, as high as 36.67 per cent of UAS (D) teachers were belonging to high level of job perception category,

while 32.22 and 31.11 per cent of the teachers were belonging to medium and low level of job perception categories, respectively. More than two third of the UAS (D) teachers (68.89 %) were found in medium to high level of job perception categories.

7. Overall job perception with respect to Assistant Professors, Associate Professors, Professors and Pooled sample was analyzed and found that an equal number of Assistant Professors were observed in low (33.33 %), medium (33.33 %) and high (33.34 %) levels of job perception. Forty per cent of Associate Professors were in high level of job perception category, followed by an equal number of them in medium (30.00 %) and low (30.00 %) levels of job perception categories. As high as 70.00 per cent of the Associate Professors were belonging to medium to high levels of job perception categories. A larger number of Professors (40.01 %) were found in high level of job perception category, while 31.66 and 28.33 per cent of them were observed in medium and low level of job perception categories, respectively. Majority (71.67 %) of the Professors were belonging to medium to high levels of job perception categories. With respect to the pooled sample, it was found that 37.79 per cent of the teachers were belonging to high level of job perception, whereas 31.66 and 30.55 per cent of the teachers were belonging to medium and low level of job perception categories. A large majority (69.45 %) of the teachers were found to have medium to high level of job perception.
8. Overall job performance of teachers in UAS (B) situation was analyzed and found that a greater number (36.68 %) of UAS (B) teachers were belonging to high level of job performance, while 34.44 and 28.88 per cent of them had medium and low level. As high 71.12 per cent of UAS (B) teachers had medium to high levels of job performance. More number of (36.68%) of UAS (D) teachers were belonged to high level of job performance, while 32.21 per cent were having medium and 31.11 per cent of them were belonging to low level of job performance categories. A majority (68.89 %) of the UAS (D) teachers were belonging to medium to high levels of job performance categories.
9. With respect to overall job performance of Assistant Professors, Associate Professors, Professors and Pooled sample it was found that 35.00 per cent of the Assistant Professors had low level of job performance, followed by 33.34 per cent and 31.66 % in medium and high level. As high as 68.34 per cent of the Assistant Professors were belonging to medium to low level of job performance categories respectively. More number (38.34 %) of Associate Professors were belonging to high level of job performance, whereas 31.66 and 30.00 per cent of them were belonging to medium and low levels of job performance categories. A majority (70.00 %) of the Associate Professors were belonging to medium and high levels of job performance categories. Majority of the Professors (40.00 %) were found in high level of job performance category, while 35.00 and 25.00 per cent of them were in medium and low level. A vast majority (75.00 %) of the Professors were in medium and high levels of job performance categories. In respect of Pooled sample, 36.67 per cent of the teachers were in high level of job performance

category, followed by 33.33 per cent and 30.00 per cent in medium and low level. A majority of 70.00 per cent of the teachers were belonging to medium to high level of job performance categories.

10. Overall job satisfaction of teachers in UAS (B) situation was analyzed and found that majority of the teachers (40.01 %) were having high level of job satisfaction, followed by medium (37.77 %) and low level (22.22 %). Most (77.78 %) of the UAS (B) teachers had medium to high levels of job satisfaction. A larger number (38.88 %) of the UAS (D) teachers were having high level of job satisfaction, followed by 36.66 and 24.46 per cent of the teachers were having medium and low level of job satisfaction, respectively. More than three-fourth (75.54 %) of the UAS (D) teachers were having medium to high levels of job satisfaction.
11. With respect to overall job satisfaction of Assistant Professors, Associate Professors, Professors and Pooled sample it was found that more number (41.66 %) of the Assistant Professors were having medium level of job satisfaction, while 36.68 and 21.66 per cent of them were having high and low level of job satisfaction, respectively. Over three-fourth (78.34 %) of the Assistant Professors were having medium to high level of job satisfaction. Majority (40.01%) of the Associate Professors were having high level of job satisfaction, followed by 38.33 per cent having medium and 21.66 per cent having low level. A great majority (78.34 %) of the Associate Professors were having medium to high levels of job satisfaction. The results also show that 41.68 per cent of the Professors had high level of job satisfaction, 31.66 and 26.66 per cent of the Professors had medium and low level. As high as 73.34 per cent of the Professors were having medium to high levels of job satisfaction. Most (39.45 %) of the teachers in Pooled situation were having high level of job satisfaction, followed by 37.22 and 23.33 per cent of the teachers having medium and low level of job satisfaction, respectively. More than three-fourth (76.67 %) of the teachers were having medium to high levels of job satisfaction.
12. It was observed that the mean job perception score of UAS (B) teachers (93.86) was slightly more compared to the mean job perception score of UAS (D) teachers (92.80). However, there was no significant difference with respect to the mean job perception scores between UAS (B) and UAS (D) teachers as evident from 't' value (0.192), indicating that there is no difference in job perception of teachers of SAUs.
13. The mean job performance score of UAS (B) teachers (33.56) was more compared to the UAS (D) teachers (32.42). There was no significant difference as evident from 't' value (0.212) in respect of the mean job performance scores between UAS (B) and UAS (D) teachers. So it shows that there is no difference in job performance of teachers of SAUs.
14. The mean job satisfaction score of UAS (B) teachers (93.11) was high compared UAS (D) teachers (92.21). There was no significant difference between UAS(B) and UAS(D) in respect of the mean job satisfaction score as

evident from 't' value (0.096), indicating that there is no difference in job satisfaction of teachers of SAUs.

15. The mean job perception score of Professor (99.62) was more than that of Associate Professor (94.16) and Assistant Professor (86.22). As evident from 't' values, there was no significant difference in the mean job perception score between Professor and Associate Professor ('t' value = 1.311) and also between Associate Professor and Assistant Professor ('t' value =1.562). However, there was significant difference in the mean job perception score between Professor and Assistant Professor as evident from 't' value (2.009).
16. The mean job performance score of Professor (36.28) was more compared to Associate Professor (33.01) and Assistant Professor (30.88). It can be inferred from the 't' values that there was no significant difference in the mean job performance score between Professor and Associate Professor ('t' value =1.488) and Associate professor and Assistant professor ('t' value =1.211). But there existed a significant difference in the mean job perception score between Professor and Assistant Professor as evident from 't' value (2.100).
17. The mean job satisfaction score of Professor (96.88) was higher compared to Associate Professor (94.16) and Assistant Professor (92.90). There was no significant differences as evident from 't' values in respect of mean job satisfaction score between: Professor and Associate Professor ('t' value =1.212); Associate Professor and Assistant Professor ('t' value =1.096), and Professor and Assistant Professor ('t' value = 1.692).
18. Chi-square test employed to know the association between the selected independent variables and job perception of teachers. It shows that Education,, mass media participation, training undergone, achievement motivation, aspiration, competition orientation, scientific orientation, attitude towards organization and awards/recognition received had significant association with the job perception of teachers at five per cent level. Whereas, job experience, perceived work load and organizational climate of the teachers had significant association at one per cent level with their job perception.
19. With respect to association between independent variables and job performance, Mass media participation, training undergone, perceived work load, number of publications, achievement motivation, aspiration, competition orientation, scientific orientation, participation in seminars/conferences and award/recognition received had significant association with the job performance of teachers at five per cent level. On the other hand variables such as education, job experience, organizational climate and attitude towards organizations were found to have significant association at one per cent level with the job performance of the teachers.
20. The results of Chi-square test revealed that job experience, rural experience, training undergone, perceived work load, achievement motivation, aspiration, scientific orientation, attitude towards organization, abroad exposure/countries visited and awards/recognition received of teachers had significant association with their job satisfaction at five per cent level. While, education and

organizational climate of the teachers were having significant association with their job satisfaction at one per cent level.

21. Multiple regression analysis was undertaken to determine the extent of contribution of independent variables on the job perception of teachers. The results reveals that 64.51 per cent ($R^2 = 0.6451$) of the variation in the job perception of teachers could be explained by all the 22 independent variables selected for the study. The 'F' value of 15.59 revealed the significance at one per cent level of regression equation in the prediction of results. Out of 22 independent variables, only nine variables viz., education, job experience, training undergone, perceived work load, achievement motivation, aspiration, organizational climate, attitude towards organization and awards/recognition received were significant in multiple regression analysis in explaining the variation in the job perception level of teachers. These nine variables have synergic effects to one another, helping each other to have a positive relation to the job perception of teachers.
22. It is found that the 22 independent variables had contributed to the tune of 69.30 per cent ($R^2 = 0.693$) variation on the job performance of teachers. The results further revealed that the independent variables, such as, education, job experience, training undergone, achievement motivation, aspiration, organizational climate, attitude towards organization and awards/recognition received were significant in multiple regression analysis in explaining the variation on the job performance of teachers. The said eight independent variables have immensely contributed to the job performance of teachers.
23. The results revealed that all the 22 independent variables fitted in the regression mode explained 63.60 per cent ($R^2 = 0.636$) of the variation in the job satisfaction of teachers. The regression co-efficient of variables such as education, job experience, training undergone, perceived work load, achievement motivation, aspiration, organizational climate, attitude towards organizations and awards/recognition received were found significant in explaining the variation on job satisfaction level of the teachers. These nine variables have significant effect on the job satisfaction of the teachers.
24. The major problems expressed by majority of the teachers in UAS (B) and UAS (D) were; they were burdened with non-academic/clerical activities, lack of opportunities to pursue post doctoral programme, lack of LCD facility in classrooms, by obtaining I, II, and III ranks.
25. The problems like the teachers being burdened with non-academic/clerical activities occupied the first rank by Associate Professors, Professors and Pooled sample and second rank by Assistant Professors. Lack of opportunities to pursue post doctoral programme, accorded first rank by Assistant Professors.
26. Teachers must be relived from non-academic/clerical works, deputed to pursue post doctoral programme, providing LCD facility in all classrooms, were the important suggestions expressed by UAS (B) and UAS (D) teachers.

27. It is observed that, teachers must be relieved from non-academic/clerical works obtained first rank by Associate Professors, Professors and Pooled sample and second rank by Assistant Professors. While deputed to pursue post doctoral programme obtained first rank by Assistant Professors.

Implications of the study

On the basis of the findings of present investigation a few implications could be driven for increasing the level of job perception, job satisfaction and job performance of teachers.

1. Majority of teachers from both universities were found to have medium to high level of job perception. There is need to improve their perception about their jobs by providing required and adequate educational facilities such as LCD, internet and lab facilities etc. and permit them to attend refresher/winter/summer schools to upgrade their knowledge for better job performance.
2. Majority of UAS (B) and UAS (D) teachers belong to medium to high levels of job performance categories. When teachers perceive job as more enjoyable, certainly their performance is going to enhance. It is necessary to provide essential infrastructure facilities, appropriate promotion opportunities, suitable reward for work. More satisfaction causes more performance of the job.
3. Majority of teachers in both UAS (B) and UAS (D) belong to medium to high level of job satisfaction category. Hence still there is need for improving in the job satisfaction of teachers and the University Administration has to take necessary steps to provide the facilities to improve the job satisfaction of teachers.
4. The universities have to arrange induction training programmes to the newly recruited teachers to update the knowledge and skills and to make them aware of their responsibilities
5. The universities have to depute the teachers for higher education especially Post Doctoral in their respective subjects. Higher qualification of education causes the better implementation on their teaching job.
6. The universities should encourage the teachers to participate in the workshops/seminars/conferences/symposia and brainstorming sessions within and outside the country. This would help teachers to have a broad outlook and create general awareness about the latest development in their chosen fields.
7. Recognizing good work through promotions and rewards could be done for each activity. This will motivate and increase the morale of teachers.
8. Providing adequate transport facilities for organizing outdoor learning situation, appropriate laboratory facilities and supporting staff will help the teachers to improve their job performance.

9. The basic infrastructure facilities such as provision of proper buildings, furniture, audio visual aids for classroom teaching should be made available for all campuses especially for the rural campuses where the problem is more acute.

Suggestions for Future Research

1. Since this study was confined to only teachers involved in teaching, a comparative or similar investigation may be done by considering teachers involved in research and extension.
2. A comparative study on job perception, job performance and job satisfaction of teachers in selected Agricultural Universities in country level could be conducted.
3. A comparative study on job perception, job performance and job satisfaction of teachers of State Agricultural Universities across the country may be undertaken.

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APPENDIX I



University of Agricultural Sciences, Bangalore

College of Agriculture, Department of Agricultural Extension

GKVK, Bangalore-560065

Dr.M. S. Nataraju
Professor of Agril. Extension
& Co-ordinator, RC. NAEB

Date: 25-02-2015

Dear Sir/Madam,

I am happy to introduce one of my Ph. D. students Mr. Abdul Sattar Fazely, who is pursuing his doctoral research under my guidance. He has undertaken a research study entitled **“A Study on Job perception, Job performance and Job satisfaction of Teachers of SAUs in Karnataka”**.

As part of doctoral research work, he is developing two scales to measure the Job perception and Job satisfaction of teachers. In this regard, a comprehensive list of statements to measure both Job perception and Job satisfaction of teachers are separately prepared based on the available literature and discussion with the experts in extension and other fields. Considering your vast experience and knowledge in the field of extension. I am pleased to seek your assessment of relevancy of statements to measure job perception and job satisfaction of teachers. Please make the critical judgment on the statements for its relevancy and make (✓) under any one of the appropriate column against each statement. Further, you may suggest any other statements if you feel it appropriate for its inclusion in the scale. You are requested to kindly spare your valuable time for giving your opinion about the statements. Lastly, I would like to request you to return the duly filled in schedule of scale statements to Mr. Abdul Sattar Fazely, Ph. D. scholar, Department of Agricultural Extension, College of Agriculture, UAS, GKVK, Bangalore-560 065 in the attached self addressed stamped envelope of your earliest convenience preferably within a fortnight.

I thank you in advance for your kind Co-operation.

To:

.....
.....
.....

Yours faithfully,

(Dr. M.S. NATARAJU)

ANNEXURE-A

Initiative statements identified under different components to measure “Job perception of teachers” are listed below to find out their relevancy.

Kindly indicate your opinion in the five point continuum ranging from **Most relevant (MR)**, **Relevant (R)**, **Somewhat relevant (SR)**, **Least relevant (LR)**, **Not relevant (NR)** with scores ranging from **five to one** respectively. Please rate the following statements by putting a (√) in the appropriate column based on the relevancy of each statement. This helps to measure the Job perception of teachers. Kindly Note that “**we are intended to assess the degree of relevancy or not relevancy of each statement for construction of Job perception scale**”.

Operational definition: Job perception refers to a person’s indication of what he feels important to do with reference to any idea or statement presented to him about his job.

Sl. No	Statements	MR (5)	R (4)	SR (3)	LR (2)	NR (1)
1	Preparing quality study/ reference material, e-notes for the courses as per the syllabus.					
2	Preparation of course-wise teaching aids and manuals in advance as per the syllabus.					
3	Distributing the study/ references’ material and other support material to the students.					
4	Conducting the examination as per the schedule developed by the university.					
5	Evaluating the answer sheets of the students and declaring the results from time to time.					
6	Offering course allocated by Professor and Head.					
7	Contributing to the planning and development of a high quality curriculum.					
8	Maintaining records to monitor student progress and achievement.					
9	Participating in the development, administration and marking of exams and other assessments.					
10	Preparing course outline and lesson plan for the course offered.					
11	Involving in sports and cultural activities.					
12	Reviewing and reinforcing learning activities for concept and skill development.					
13	Providing the Teaching assistant with the					

	requisite information regarding the classroom management structure, discipline plan, and expectations for students.					
14	Instructing, supervising and facilitating student learning.					
15	Developing an overall curriculum based on the needs of student.					
16	Recognizing and developing leadership qualities amongst students.					
17	Working with students to ensure whatever knowledge and skills learnt in the training will be practiced.					
18	Submitting the reports to the higher authorities on time.					
19	Maintaining office records and information files up-to-date.					
20	Attending regularly the staff meeting conducted by the University/Department.					
21	Participating in academic conferences, symposia and seminars.					
22	Participating in expert evaluation teams assigned by the university.					
23	Consultation and advising the students as chairman or member of Advisory Committee.					
24	Encouraging student-teacher and student-student interaction.					
25	Conducting special classes for academically poor students.					
26	Planning teaching activities for effective time management.					
27	Contributing to the well-being of students to achieve instructional goal.					
28	Regularly informing the students about their progress					
29	Providing follow-up to teaching by giving assignments.					
30	Obtaining feedback from students regularly.					
31	Conducting group meetings, field days and field trips to convince farmers about new technology in the adopted villages.					
32	Working with rural youth to promote agriculture development.					

33	Conducting RAWE program in the villages.					
34	Co-coordinating the overall extension program with other development departments.					
35	Participating the bimonthly workshops involving in the Advisory Team of Scientists.					
36	Participating in the annual Krishimela, Field days and Exhibitions.					
37	Conducting classes in the Training Institutes as resource persons.					
38	Conducting research and collaborative partnerships with other educational institutions or other bodies.					
39	Writing or contribute to publications or disseminate research findings using other appropriate media.					
40	Seeking practical application of research findings.					
41	Presenting the research finding at national and international conferences and similar events.					
42	Carrying out independent research and act as principal investigator and project leader.					
43	Acting as a referee and contribute to peer assessment.					
44	Updating knowledge and understanding in field problems.					
45	Application of research results in consultation and teaching.					
If any others, please mention below						

ANNEXURE-B

Initiative statements identified under different components to measure “Job satisfaction of teachers” are listed below to find out their relevancy.

Kindly indicate your opinion in the five point continuum ranging from **Most relevant (MR)**, **Relevant (R)**, **Somewhat relevant (SR)**, **Least relevant (LR)**, **Not relevant (NR)** with scores ranging from **five to one** respectively. Please rate the following statements by putting a (√) in the appropriate column based on the relevancy of each statement. This helps to measure the Job perception of teachers. Kindly Note that **“we are intended to assess the degree of relevancy or not relevancy of each statement for construction of Job satisfaction scale”**.

Operational definition: Job satisfaction or dissatisfaction is a result of various attitudes the person holds towards his job, job related factors and life in general.

How satisfied are you with respect to the following items:

Sl. No	Statements	MR (5)	R (4)	SR (3)	LR (2)	NR (1)
1	With respect to the posting to the place of liking.					
2	The description of job and responsibilities of teacher.					
3	The flexibility provided to do the job.					
4	The pre service training given at the time of joining the post.					
5	The policies and procedures of the University in relation to the job.					
6	The budget provided to organize educational activities.					
7	The description of job and responsibilities as ateacher.					
8	The residential facilities provided by the university.					
9	Availability of help, guidance and encouragement from superiors.					
10	The scope and opportunity available for self development.					
11	The fair and transparent recruitment policy of the university.					
12	Freedom for flexibility in work provided by the university.					
13	Medical facilities provided by the university.					

14	Scope to prove the merit and excellence in the university.					
15	With the flexibilities that are given by the superior to do the job well.					
16	With working facilities that are available in order to do the job well.					
17	With regard to the opportunities in the job to utilize personal abilities.					
18	The recognition given by the students and colleagues.					
19	The promotional opportunities provided in the present job.					
20	The present salary commensurate with the work.					
21	About the rewards and incentives provided by the university.					
22	With the relations you have with your superiors in the university.					
23	With the technical guidance given to you by the Dean /Head of Department.					
24	With the number of reports that you are expected to submit.					
25	With respect to opportunities created to do higher studies in India and abroad.					
26	Encouragement to participate in seminars, symposia / conferences.					
27	Flexibility in terms of attending the work.					
28	Provision of ICT facilities to do the job efficiently.					
29	With respect to transport facilities provided at the university.					
30	Regarding education facilities available for the children.					
31	My abilities are taken into consideration when delegating and are challenges to me.					
32	My work is evaluated according to the organization's set standards.					
33	I am informed about any new or revised policies.					
34	My department provides sufficient material for our use.					
35	My senior colleagues create a challenging environment for me.					

36	The University provides the equipment and resources necessary for me to execute my responsibilities.					
37	Senior academics share useful information with junior academics.					
38	My workload is often increased because my colleagues are not doing their jobs properly.					
39	My level of education and experience is used in allocating courses.					
40	My performance appraisal and promotion are well-defined.					
41	Disciplinary procedure is well outlined and communicated to all.					
42	University remuneration package is competitive.					
43	Appropriate in-service education programmes leading to promotions are available.					
44	I am given opportunities to express my professional developmental needs.					
45	With regard to the library facilities available in the University.					
If any others, please mention below						

APPENDIX II

Statements considered for the final Job perception scale

Sl. No.	Statements	R.P. (n=60)	M.R.S (n=60)	t-test (n=30)
1	Preparing and distributing the quality study/ reference material, e-notes for the courses as per the syllabus.	96.70	4.83	1.98 *
2	Preparation of course-wise teaching aids and manuals in advance as per the syllabus.	94.70	4.73	2.04 *
3	Conducting the examination, evaluating the answer sheets of the students and declaring the results as per the schedule developed by the university	91.30	4.57	2.09 *
4	Contributing to the planning and development of a high quality curriculum.	92.30	4.62	2.02 *
5	Maintaining records to monitor student progress and achievement.	88.30	4.42	2.37 *
6	Participating in the development, administration and marking of exams and other assessments	80.70	4.03	3.69 **
7	Involving in sports and cultural activities.	72.00	3.60	1.99 *
8	Providing the Teaching assistant with the requisite information regarding the classroom management structure, discipline plan, and expectations for students.	84.00	4.20	3.09 **
9	Developing an overall curriculum based on the needs of student.	84.70	4.23	2.39 *
10	Recognizing and developing leadership qualities amongst students.	84.00	4.20	8.62 **
11	Working with students to ensure whatever knowledge and skills learnt in the training will be practiced.	85.30	4.27	2.64**
12	Maintaining office records and information files up-to-date and submitting the reports to the higher authorities on time.	82.00	4.10	7.30 **
13	Attending regularly the staff meeting conducted by the University/Department.	88.30	4.42	3.05 **
14	Participating in academic conferences, symposia and seminars.	91.00	4.55	2.23 *

15	Participating in expert evaluation teams assigned by the university.	83.30	4.17	4.34**
16	Consultation and advising the students as chairman or member of Advisory Committee.	92.7	4.63	2.54*
17	Conducting group meetings, field days and field trips to convince farmers about new technology in the adopted villages.	86.00	4.30	3.10 **
18	Working with rural youth to promote agriculture development.	78.30	3.92	5.19 **
19	Conducting RAWE program in the villages.	86.00	4.30	2.45 *
20	Participating the bimonthly workshops, annual Krishimela, Field days and Exhibitions.	75.70	3.78	4.27 **
21	Conducting classes in the Training Institutes as resource persons.	84.00	4.20	8.62 **
22	Conducting research and collaborative partnerships with other educational institutions or other bodies.	86.30	4.32	2.13 *
23	Writing or contribute to publications or disseminate research findings using other appropriate media.	89.30	4.47	2.30 *
24	Seeking practical application of research findings..	87.70	4.38	2.59 **
25	Carrying out independent research and act as principal investigator and project leader.	88.70	4.43	3.98 **

APPENDIX III

Statements considered for the final Job satisfaction scale

Sl. No	Statements	R.P. (n=60)	M.R.S (n=60)	t-test (n=30)
1	With respect to the posting to the place of liking.	88.00	4.4	12.13 **
2	The pre service training given at the time of joining the post.	89.00	4.45	3.02 **
3	The policies and procedures of the University in relation to the job.	85.00	4.25	4.30 **
4	The budget provided to organize educational activities.	83.70	4.18	15.13 **
5	The description of job and responsibilities as a teacher.	87.70	4.38	2.30 *
6	The residential facilities provided by the university.	78.70	3.93	20.99 **
7	Help guidance and encouragement from superiors.	88.30	4.42	2.28 *
8	The scope and opportunity available for self-development.	85.70	4.28	2.67 **
9	Freedom for flexibility in work provided by the university.	85.70	4.28	12.46 **
10	Medical facilities provided by the university.	81.00	4.05	2.82 **
11	Scope to prove the merit and excellence in the university.	87.80	4.38	1.97 *
12	Status and prestige as an employee in the university.	85.00	4.25	2.58 **
13	With regard to the opportunities in the job to utilize personal abilities.	83.00	4.15	3.21 **
14	The recognition given by the students and colleagues.	84.3	4.22	14.95 **
15	The promotional opportunities provided in the present job.	86.00	4.3	2.99 **
16	The present salary commensurate with the work	85.30	4.27	4.07 **
17	The rewards, recognition and incentives provided by the university for good work.	84.3	4.22	4.27 **
18	With respect to opportunities created to do higher studies in India and abroad.	80.00	4.00	12.08 **

19	Encouragement to participate in seminars, symposia / conferences in India and abroad.	87.00	4.35	3.46 **
20	.With respect to transport facilities provided at the university.	74.70	3.73	22.12 **
21	Regarding education facilities available for the children.	72.70	3.63	14.93 **
22	Provision of equipment, vehicle and other resources necessary to execute the responsibilities.	84.7	4.23	6.96 **
23	Appropriate in-service education programmes leading to promotions are available.	81.00	4.05	4.28 **
24	Opportunities to express the professional developmental needs.	86.00	4.30	11.97 **
25	With regard to the library facilities available in the University.	84.7	4.23	4.33 **

APPENDIX IV

UNIVERSITY OF AGRICULTURAL SCIENCES, BANGALORE



DEPARTMENT OF AGRICULTURAL EXTENSION

GKVK, BANGALORE-560 065

“A STUDY ON JOB PERCEPTION, JOB PERFORMANCE AND JOB SATISFACTION OF TEACHERS OF SAUs IN KARNATAKA”

QUESTIONNAIRE

Schedule No.:-.....

PART-A

A. General Information :

- 1-Name of the respondent : ()
- 2-Designation : ()
- 3-Name of the university : ()
- 4-Main campus : ()
- 5-Sub campus : ()
- 6-Department : ()

B. Profile of teachers.

1. Sex : Male () Female ()
2. Age : () Years
3. Education

Sl. No.	Categories	Response
1	M. Sc. (Agri./Hort./Seri./Vet.)	
2	Ph. D. Specialization	
3	Post Doctoral	

4. Family size:

- a. Number of Males : ()
 b. Number of Females : ()
 c. Total : ()

5. Annual Income

Sl. No.	Source of Income	In Rupees
1	From main occupation	
2	From subsidiary occupation	
3	Total	

6. Rural-urban background

Please mark (√) at the one appropriate to you:

A. Father's occupation: Farming/non farming

B. Please fill out the chart below:

Sl. No.	Places	Village	Town	City
1	Native place			
2	Place of primary education			
3	Place of secondary education			
4	Place of Under Graduation			
5	Place of Post Graduation			
6	Present place of residence			

7. Job experience:

Experience in Teaching/Extension/Research (Years)

Sl. No.	Cadre	Teaching	Extension	Research	Total
1	Professor				
2	Associate professor				
3	Assistant professor				
4	Instructor cadre				

8. Rural experience

Experiences in (years)

Sl. No.	Cadre	Taluk/District	Duration
1	Professor		
2	Associate professor		
3	Assistant professor		
4	Instructor		

9. Mass media participation

Sl. No.	Media	Participation		
		Regular	Occasional	Never
1	Newspaper			
2	Farm Magazines			
3	Scientific Journals			
4	Radio			
5	Television			

10. Training undergone (Summer School / Winter School)

Sl. No.	Name of training programme Summer School/Winter School	Place	Date / Duration
1.			
2.			
3.			
4.			
5.			

11. Perceived work load

Statements listed below represent your perceived work load. Please indicate your opinion by ticking (✓) the one appropriate to your from among the alternatives given for each of the following statements.

Sl. No.	Statements	Strongly agree	Agree	Un decided	Dis agree	Strongly disagree
1	I feel busy or rushed					
2	I feel pressured					
3	I feel the amount of work I did inter faced with how well it got done					
4	I feel that the no. of requests, complaints or problems dealt with was more than expected					

12. Number of publication

Please indicate any type of your publication in the chart below:

Sl. No.	Publication	National Journal	International Journal
1	Research papers		
2	Research Notes		
3	Abstract		
4	Popular articles/Short communication		
5	Books		
6	Leaflets/Folders/Bulletins		

13. Achievement motivation

Please indicate what you are feeling about the following statements by indicating the degree of your agreement or disagreement by marking Tick (✓) mark against each statement in appropriate column.

Sl. No.	Statements	Strongly Agree	Agree	Un decided	Dis agree	Strongly disagree
1	One should enjoy work as much as play.					
2	One should work like a slave at everything one undertakes until he is satisfied with the result.					
3	One should succeed in his occupation even if one has been neglected by his family.					
4	One should have determination and driving ambition to achieve certain things in life even if these qualities make one popular.					
5	Work should come first even if one cannot get rest.					
6	Even when one's own interest is in danger, he should concentrate on his job and forget his obligations to others.					
7	One should set difficult goals for oneself and try to reach them.					

14. Aspiration

Here is the picture of ladder with 10 steps. Suppose we say that the top of the ladder represents “best possible life” and the bottom represents “worst possible life”:

- a) Where on the ladder do you feel you personally stand at present? Step No.



b) Where on the ladder do you feel you personally stood 3 year ago? Step No.

c) Where do you think you will be 3 years from now? Step No.

15. Competition orientation

Please indicate your response as (yes) or (no) for the following statement.

S/N	Statements	Yes	No
1	The key points of success should not be divulged to other teachers		
2	Proper and positive competition cause for gaining more knowledge and information.		
3	It is no use to keep information on what other teachers are doing.		
4	Scientific competition should be organized.		
5	Through better performing of the job one gets recognition by the top level management of the university.		
6	It is not good for teachers to become too ambition in life		

16. Scientific orientation

Please indicate your choice among three alternatives for each of the following statements:

Sl. No.	Statements	Agree	Un decided	Dis agree
1.	New methods of teaching gives better results to the students than the old method.			
2.	Lecture is still the best way even today.			
3.	Even a teacher with lot of experience should use new methods in teaching.			
4.	Though using audio-visual aids require more facilities, but it is worth the efforts.			
5.	A good teacher experience with new ideas with teaching.			
6.	Traditional methods of teaching have to be changed in order to raise the level of a student.			

17. Organizational climate

Please provide your response against each Statement

Sl. No.	Statements	Strongly Agree	Agree	Un decided	Dis agree	Strongly disagree
1	In the university there are many rules, policies, procedures and practices to which I have to conform rather than being able to work as you see fit.					
2	I can make decisions and solve problems without checking with supervisors in each step of the work.					
3	The organization places emphasize on quality					

	performance and outstanding production including the degree to which you feel that organization is setting challenging goals for itself and communicating these goal commitment to its members.					
4	The organization organizes and rewards for the good work of members rather than being ignored, criticized or punished when something goes wrong.					
5	Things are well organized and goals are clearly defined than being disorderly, confused or chaotic.					
6	Friendliness is a valued norm in the organization that you can trust one another and other support to one another.					
7	As need for leadership arise, members feel free to take leadership roles and are rewarded for successful leadership.					

18. Attitude towards organization

Please indicate your attitude in the appropriate column:

S/N	Statements	SA	A	UD	DA	SDA
1	I find real enjoyment in my work since it is very interesting.					
2	I feel that other jobs are more interesting than the work I am doing.					
3	The work I am doing is best and I would not change my job for another.					
4	Most of the time I have to force myself to go on with work.					
5	I definitely dislike my job					
6	This work give me an opportunity to express myself.					
7	This work does not require any creative ability at all.					

SA= Strongly Agree A= Agree UD= Undecided DA= Disagree

SDA= Strongly Disagree

19. Participation in seminar/conferences

Please indicate the seminars/conferences attended during the Last 5years

Sl.N o.	Seminars/Conferences National and International University level	Place	Date/Durat ion
1			
2			
3			
4			
5			
6			
7			
8			

20. Abroad exposure/Country visited

Please indicate your abroad exposure/countries during the Last 5 years

S/N	Purpose	country	Place	Date/Duration
1				
2				
3				
4				
5				

21. Awards/Recognition received

Please indicate the number of awards you have received in the last 5 years:

a) International

I. ()

II. ()

b) National

I. ()

II. ()

c) State level

I. ()

II. ()

d) University level

I. ()

II. ()

e) Professional society

I. ()

II. ()

f) Others

I. ()

II. ()

22. No. of students guided (as a chairman and member of advisory committee) for M. Sc. and Ph. D.

Please indicate the number of students you have already guided as a chairman and member of advisory committee in the last 5 years:

PG level	As a chairman	As advisory committee member
M. Sc.		
Ph. D.		

PART-B

I. Job perception

The following are the items relating to your perception of job. You are requested to read each statement, understand them clearly and indicate how you perceive your job by putting a tick (✓) marks against the appropriate response category ie; Very important, Important, Less important, Least important and Not important.

Operational definition: Job perception refers to a person's indication of what he feels important to do with reference to any idea or statement presented to him about his job.

Sl. No	Statements	Very Imp. (5)	Important (4)	Less Imp. (3)	Least Imp. (2)	Not Imp. (1)
1	Preparing and distributing the quality study/ reference material, e-notes for the courses as per the syllabus.					
2	Preparation of course-wise teaching aids and manuals in advance as per the syllabus.					
3	Conducting the examination, evaluating the answer sheets of the students and declaring the results as per the schedule developed by the university					
4	Contributing to the planning and development of a high quality curriculum.					
5	Maintaining records to monitor student progress and achievement.					
6	Participating in the development, administration and marking of exams and other assessments					
7	Involving in sports and cultural activities.					
8	Providing the Teaching assistant with the requisite information					

	regarding the classroom management structure, discipline plan, and expectations for students.					
9	Developing an overall curriculum based on the needs of student.					
10	Recognizing and developing leadership qualities amongst students.					
11	Working with students to ensure whatever knowledge and skills learnt in the training will be practiced.					
12	Maintaining office records and information files up-to-date and submitting the reports to the higher authorities on time.					
13	Attending regularly the staff meeting conducted by the University/Department.					
14	Participating in academic conferences, symposia and seminars.					
15	Participating in expert evaluation teams assigned by the university.					
16	Consultation and advising the students as chairman or member of Advisory Committee.					
17	Conducting group meetings, field days and field trips to convince farmers about new technology in the adopted villages.					
18	Working with rural youth to promote agriculture development.					
19	Conducting RAWA program in the villages.					
20	Participating the bimonthly workshops, annual Krishimela, Field days and Exhibitions.					

21	Conducting classes in the Training Institutes as resource persons.					
22	Conducting research and collaborative partnerships with other educational institutions or other bodies.					
23	Writing or contribute to publications or disseminate research findings using other appropriate media.					
24	Seeking practical application of research findings..					
25	Carrying out independent research and act as principal investigator and project leader.					

II. Job satisfaction

Please indicate your degree of satisfaction or dissatisfaction relating to your job by putting a tick (✓) marks against the following items in the appropriate response category.

Operational definition: Job satisfaction or dissatisfaction is a result of various attitudes the person holds towards his job, job related factors and life in general.

How satisfied are you with respect to the following items:

Sl. No.	Statements	VMS (5)	S (4)	PS (3)	DS (2)	VMDS (1)
1.	With respect to the posting to the place of liking.					
2.	The pre service training given at the time of joining the post.					
3.	The policies and procedures of the University in relation to the job.					
4.	The budget provided to organize educational activities.					

5.	The description of job and responsibilities as a teacher.					
6.	The residential facilities provided by the university.					
7.	Help guidance and encouragement from superiors.					
8.	The scope and opportunity available for self-development.					
9.	Freedom for flexibility in work provided by the university.					
10.	Medical facilities provided by the university.					
11.	Scope to prove the merit and excellence in the university.					
12.	Status and prestige as an employee in the university.					
13.	With regard to the opportunities in the job to utilize personal abilities.					
14.	The recognition given by the students and colleagues.					
15.	The promotional opportunities provided in the present job.					
16.	The present salary commensurate with the work					
17.	The rewards, recognition and incentives provided by the university for good work.					
18.	With respect to opportunities created to do higher studies in India and abroad.					
19.	Encouragement to participate in seminars, symposia / conferences in India and abroad.					

20.	With respect to transport facilities provided at the university.					
21.	Regarding education facilities available for the children.					
22.	Provision of equipment, vehicle and other resources necessary to execute the responsibilities.					
23.	Appropriate in-service education programmes leading to promotions are available.					
24.	Opportunities to express the professional developmental needs.					
25.	With regard to the library facilities available in the University.					

VMS=very much satisfied, **S**=satisfied **PS**=partially satisfied, **DS**=dissatisfied and **VMDS**= very much dissatisfied

III-Job performance

Given below are the items relating to your job performance. You are requested to rate your actual performance for each activity on 3 points continuum by putting a tick (✓) mark in the appropriate column.

S/N	Statements	M.E	E	LE
1	I use data to plan appropriate curricula, implement instructional strategies, and use resources to promote learning for all students.			
2	I promote student learning by addressing individual learning differences and by using effective instructional strategies.			

3	I analyze assessment data to measure student progress and guide immediate and long range instruction.			
4	I provide a well-managed, safe student-centered environment that is academically challenging.			
5	I communicate effectively with students, staff, parents, and the community.			
6	I maintain a professional behavior, participate in professional growth opportunities, demonstrate an understanding of the curriculum, and contribute to the profession.			
7	My job of teaching results in acceptable, measurable student progress.			

ME= More efficient

E= Efficient

LE= Less Efficient

IV. Problems and suggestions

a) Problems:

Please indicate the problems perceived during your job performance

1-

2-

3-

4-

5-

6-

7-

8-

b) Suggestions:

Please give your suggestions to overcome the problems

1-

2-

3-

4-

5-

6-

7-

8-



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Editor

International Journal of Extension Education,
Nagpur

To,

Dr. M.S.Nataraju
Professor of Agricultural Extension
Coordinator & Head,
Regional Centre National Afforestation and
Eco-Development Board
University of Agricultural Sciences GKVK,
Bangalore Karnataka,

ORIGINAL ARTICLE

Scale to Measure the Job Satisfaction of Teachers working in State Agricultural Universities

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Abstract

A scale to measure the job satisfaction of teachers working in State Agricultural Universities was developed using summated ratings method. The job satisfaction scale developed was found to be reliable and valid. The scale developed is useful in explicitly measuring the job satisfaction of teachers working in State Agricultural Universities. The satisfaction scale was administered to 30 teachers working in the College of Horticulture, University of Horticultural Sciences Campus, Gandhi Krishi Vignana Kendra, Bangalore. It was found that 43.33 per cent of teachers had high level of satisfaction, whereas 30.00 and 26.87 per cent of teachers had medium and low levels of satisfaction towards their job, respectively. It can be concluded that the scale developed is useful in explicitly measuring the satisfaction of teachers towards their job.

Key Words: Scale, Job, Satisfaction, Teachers, University

Introduction

In recent years considerable efforts have been made to device and develop strategies and policies for helping agricultural development. Importance has also given to improve in environment or working conditions in the educational organizations which concerned with agricultural development. State Agricultural universities have made a significant contribution in the field of education, research and extension justifying the investment of public fund in them. The teachers working in Agricultural Universities perform three-fold functions namely teaching, research and extension. Teachers are arguably the most important group of professionals for the nation's future. A school without teacher is just like a body without the soul. A teacher, who is happy with his job, plays a pivotal role in the upliftment of society.

Well adjusted and satisfied teacher can contribute a lot to the well being of their students.

Job satisfaction is basically an individual matter. Employees search for those aspects of job, which are related to their value system. Some give more value to their income and others attach more importance to the job satisfaction or the type of job. Considering that while individuals vary in their values, there is moderate consistency in the cherished values of the individuals within a specified group. Robert (1952) said that job satisfaction may come from the product or items produced and the speed with which it is accomplished or from features relating to the job and its performance.

The efficiency of any organization is largely dependent on the satisfaction of the employees in their job. Job satisfaction is a combination of psychological and environmental factors that makes a person to feel. In any organization the attitude of its employees towards their work has a great bearing on its success or failure. The same holds good for the Agricultural Universities as well. Job satisfaction of the teachers in the Agricultural Universities is an important indicator of the health of the organization. The job satisfaction of teachers greatly facilitates the task of administrators because it creates favorable conditions for the overall progress. In this background, the present study has been taken up with the following specific objectives:

- 1- To develop and standardize a scale to measure the job satisfaction of teachers of state agricultural universities.
- 2- To know the job satisfaction level of teachers.

Methodology

The present study was carried out in College of Horticulture, University of Horticultural Sciences Campus, Gandhi Krishi Vignana Kendra, Bangalore of Karnataka State during 2015. Thirty teachers were personally interviewed using the scale developed to measure their satisfaction towards their job. The collected data were scored and analyzed using frequency, percentage, mean and standard deviation.

Result and discussion

1. Developing of a scale to measure satisfaction of teachers towards their job

Job satisfaction of teachers in the present study operationally defined as a result of various attitudes the person holds towards his job, job related factors and life in general.

The method of summated rating suggested by Likert (1932) and Edwards (1969) were followed in the construction of satisfaction scale.

Collection and editing of items: A list of 93 items/statements reflecting the satisfaction of teachers towards their job was prepared using the job chart of teachers developed by State Agricultural Universities. The items/statements so identified were carefully edited in the light of 14 criteria suggested by Edwards (1969), and Thurstone and Chave (1929).

Relevancy test : Forty five statements were sent to 120 judges in State Agricultural Universities, Central Agricultural Universities, Indian Council of Agricultural Research institutions and Karnataka State Department of Agriculture with necessary instructions to critically evaluate each statement as to its relevancy to measure the satisfaction of university teachers towards their job and give their response on a five point continuum viz., Most relevant(MR), Relevant (R), Somewhat Relevant (SWR), Less Relevant (LR) and Not Relevant (NR) with the score of 5, 4, 3, 2 and 1, respectively. In all, 60 judges could respond in time. The relevancy score for each item/statement was found out by adding the scores on the rating scale for all the 60 judges. From the data so gathered “Relevancy Percentage”, “Relevancy Weightage” and “Mean Relevancy Score” were worked out for all the 45 statements by using the following formulae:

Relevancy Percentage

$$= \frac{(MR \times 5) + (R \times 4) + (SWR \times 3) + (LR \times 2) + (NR \times 1)}{\text{Maximum Possible score}} \times 100$$

$$\text{Relevancy Weightage} = \frac{(MR \times 5) + (R \times 4) + (SWR \times 3) + (LR \times 2) + (NR \times 1)}{\text{Maximum Possible score}}$$

Mean Relevancy Score

$$= \frac{(MR \times 5) + (R \times 4) + (SWR \times 3) + (LR \times 2) + (NR \times 1)}{\text{Number of Judges responded}}$$

Where,

MR= Most Relevant, R= Relevant, SWR= Some What Relevant, LR=Less Relevant

NR=Not Relevant

Using these criteria individual items/statements were screened for their relevancies. Accordingly, items/statements having relevancy percentage of more than 72 per cent, relevancy weightage of 0.72 and mean relevancy score of more than 3.0 were considered for final selection. By this process, 32 items/statements were isolated in the first stage which were suitably modified and edited as per the comments of judges wherever applicable.

Item analysis: To delineate the items/statements based on the extent to which they differentiate the satisfaction items/statements about teacher's job as favorable or unfavorable, item analysis was carried out on the items/statements selected in the first stage. A schedule consisting of 32 items/statements was prepared and used for personally interviewing the satisfaction of university teachers on a five point continuum from non-sample area. For item analysis, the respondents were arranged in ascending order based on satisfaction scores. Twenty five per cent of the subjects with the highest total score and 25 per cent with the lowest total scores were selected. These two groups provided the criterion groups in terms of which item analysis was conducted and critical ratio was calculated by using the following formula:

$$t = \frac{\bar{X}_H - \bar{X}_L}{\sqrt{\frac{\left(\sum \bar{X}_H^2 - \frac{(\sum \bar{X}_H)^2}{n}\right) \times \left(\sum \bar{X}_L^2 - \frac{(\sum \bar{X}_L)^2}{n}\right)}{n(n-1)}}$$

Where,

$\bar{X}_H$ = Individual scores in the high group

$\bar{X}_L$ = Individual scores in the low group

n = Number of respondents

Based on the item analysis ('t' value), seven statements were non-significant, while three statements were found significant at five per cent and the remaining 22 statements were found significant at one per cent level. Twenty five items/statements which were statistically significant at five per cent and one percent level were retained in the scale to measure satisfaction of teachers towards their job.

Reliability: Reliability refers to the precision or accuracy of the measurement or score. A well made scientific instrument should yield accurate results both at present as well as over time (Ray and Mondal, 2011). The split-half method was employed to test the reliability of the satisfaction scale. The value of correlation co-efficient was

0.8840 and this was further corrected by using Spearman Brown formula and obtained the reliability co-efficient of whole set. The 'r' value of the scale was 0.9384 which was higher than the standard of 0.70 indicating the high reliability of the scale. It was concluded that the satisfaction scale constructed was reliable.

Validity: Validity of the test is the accuracy with which it measures that which is intended to measure. Construct validity was employed to measure the validity of the scale. The Validity co-efficient for the scale was 0.9687, which was also greater than the standard requirement of 0.70 indicating the higher validity of the developed scale. Hence, the scale is valid. Thus, the developed scale to measure satisfaction of university teachers towards their job was feasible and appropriate.

Administration of satisfaction scale and method of scoring: The final scale of 25 items/statements (Table 1) can be administered to the respondents along with five point continuum representing 'very much satisfied', 'satisfied', 'partially satisfied', 'Dissatisfied' and 'very much dissatisfied' with assigned score of 5, 4, 3, 2 and 1, respectively for positive statements and vice versa for negative statements. The satisfaction score of a respondent can be calculated by adding up the scores obtained by an individual on all items/statements. The satisfaction score of this scale ranges from a minimum of 25 to a maximum of 125. Higher score on the scale indicates that the respondents have higher level of satisfaction towards their job. The satisfaction scale developed was administered to 30 the teachers working in the College of Horticulture, University of Horticultural Sciences Campus, Gandhi KrishiVignana Kendra, Bangalore. The minimum and maximum scores obtained by teachers were 69 and 106, respectively. Based on the mean (89.30) and half standard deviation (7.50) the teachers were categorized into three satisfaction categories viz., low, medium and high.

2. Overall satisfaction level of teachers towards their job

The data in Table 2 relating to the level of satisfaction of teachers indicated that 43.33 per cent of teachers had high level of satisfaction, whereas 30.00 and 26.67 per cent of teachers had medium and low levels of satisfaction towards their job respectively. It can be inferred that majority (73.33%) of the teachers belonged to medium to high levels of job satisfaction categories. More or less similar findings were reported by Manjunatha *et al.*, (1997) and Gopika (2014). The higher and medium job satisfaction may be probably attributed to the recognition by the superiors, intrinsic motivation and satisfaction for having done something good for

the benefit of students, and also might be due to the nature of conditions of the performance in the organization. Satisfaction is primarily an indication of self definition of the role to be played in an organization by individuals which naturally gets conditioned based on the numbers of years of experience in performing different activities. The job description furnished to the teachers by the university, exposure to orientation training sessions, promotional opportunities provided, availability of appropriate in-service education programmes and opportunity to express the professional development needs might have influenced the trend of finding.

Conclusion

The satisfaction scale developed is found to be reliable and valid; hence it can be used to measure the satisfaction of teachers towards their job. The developed scale can be used by researchers to measure satisfaction of teachers towards their job. The satisfaction scale developed was administered to 30 teachers of College of Horticulture, University of Horticultural Sciences Campus, Gandhi Krishi Vignana Kendra, Bangalore. It was found that 43.33 per cent of teachers had high level of satisfaction, whereas 30.00 and 26.67 per cent of teachers had medium and low levels of satisfaction, towards their job, respectively. It can be concluded that the scale developed is useful in explicitly measuring the satisfaction of teachers towards their job.

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Table 1: Scale to measure the satisfaction of teachers towards their job

Sl. No	Statements	VM S (5)	S (4)	PS (3)	DS (2)	VM D (1)
1	With respect to the posting to the place of liking.					
2	The pre service training given at the time of joining the post.					
3	The policies and procedures of the University in relation to the job.					
4	The budget provided to organize educational activities.					
5	The description of job and responsibilities as a teacher.					
6	The residential facilities provided by the university.					
7	Help guidance and encouragement from superiors.					
8	The scope and opportunity available for self-development.					
9	Freedom for flexibility in work provided by the university.					
10	Medical facilities provided by the university.					
11	Scope to prove the merit and excellence in the university.					
12	Status and prestige as an employee in the university.					
13	With regard to the opportunities in the job to utilize personal abilities.					
14	The recognition given by the students and colleagues.					
15	The promotional opportunities provided in the present job.					
16	The present salary commensurate with the work					

17	The rewards, recognition and incentives provided by the university for good work.					
18	With respect to opportunities created to do higher studies in India and abroad.					
19	Encouragement to participate in seminars, symposia / conferences in India and abroad.					
20	.With respect to transport facilities provided at the university.					
21	Regarding education facilities available for the children.					
22	Provision of equipment, vehicle and other resources necessary to execute the responsibilities.					
23	Appropriate in-service education programmes leading to promotions are available.					
24	Opportunities to express the professional developmental needs.					
25	With regard to the library facilities available in the University.					

VMS=Very Much Satisfied, S= Satisfied, PS= partially Satisfied, DS= Dissatisfied, VMD= Very Much Dissatisfied

Table2: Overall satisfaction of teachers towards their job

(n=30)

Sl. No.	Perception categories	Teachers	
		Number	Per cent
1	Low (<81.70)	08	26.67
2	Medium (81.70-96.70)	09	30.00
3	High (>96.70)	13	43.33
Total		30	100.00

Mean =89.20 , Standard Deviation = 15.00

Development of a Scale to Measure the Job Perception of Teachers Working in State Agricultural Universities

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ABSTRACT

An attempt is made to construct a scale to measure the job perception of teachers working in State Agricultural Universities using summated ratings method, the perception scale developed was found to be reliable and valid. The scale developed is useful in explicitly measuring the job perception of teachers working in State Agricultural Universities. The perception scale was administered to 30 teachers working in the College of Horticulture, University of Horticultural Sciences Campus, Gandhi Krishi Vignana Kendra, Bengaluru. It is evident from the result that 40.00 per cent of teachers had high level of perception, whereas, 26.67 and 33.33 per cent of teachers had low and medium level of perception towards their job, respectively.

A speculative glance into the panorama of Indian economy would reveal the significance of the steadfast contribution of agriculture, which is also the oldest profession of the country. Rapid developments in science and technology, in addition to the increased awareness of the public, have triggered the growth of formal organization in the arena of agriculture. Agricultural universities are the primary and principal instrumentalities of the state in developing human resources, skills and technology required for the sustainable development of agriculture, through conducting, interfering and integrating education, research and extension. Education is the primary source of all technological advances, innovations and human comfort. Teachers are arguably the most important group of professionals for the nation's future, they play a dynamic role in our lives. Well adjusted teacher can contribute a lot to the well being of the students.

Perception is a basic cognitive and psychological process. It is a process by which people organize, interpret, experience, process and use stimulus materials in the environment (Ray, 1991). Perception is selective and one perceives what an individual wants to perceive. Our perceptions are organized and we tend to structure our sensory experiences in ways which make sense to us (Patil and Sundaraswamy, 1998). The job perception relates to the way in which the employees look at their job. The differences in perceptual framework can lead people to behave

differently under common circumstances. The different perceptions about their job and the extent to which they like or dislike also are considered as a strong predictor of overall individual well being as well as a good predictor of intentions or decision of teachers to leave their job. The expectation, needs and ways of thinking influence how an individual interprets what he / she observes. It is very important for the teachers to have a clear understanding and a correct perception about their job. However, this aspect unfortunately has not drawn sufficient research attention which again is due to non-availability of a scale to measure the perception of teachers about their job. Hence, the present study is taken up with the following specific objectives:

1. To develop and standardize a scale to measure the perception of university teachers towards their job.
2. To know the perception of teachers towards their job.

METHODOLOGY

The study was conducted in College of Horticulture, University of Horticultural Sciences Campus, Gandhi Krishi Vignana Kendra, Bengaluru of Karnataka state during 2015. Thirty teachers were randomly interviewed using the scale developed to measure their perception towards their job. The collected data were scored and analyzed using frequency, percentage, mean and standard deviation.

RESULTS AND DISCUSSION

1. Developing a scale to measure perception of teachers towards their job : Job perception in the present study is operationally defined as a person's indication of what he feels important to do with reference to any idea or statement presented to him about his job. The method of summated rating suggested by Likert (1932) and Edwards (1969) were followed in the construction of perception scale.

Collection and editing of items : A list of 82 statements reflecting the perception of teachers towards their job was prepared using the job chart of teachers developed by State Agricultural Universities. The items / statements so identified were carefully edited in the light of 14 criteria suggested by Edwards (1969), and Thurstone and Chave (1929).

Relevancy test : Forty five statements were sent to 120 judges in State Agricultural Universities, Central Agricultural Universities, Indian Council of Agricultural Research institutions and Karnataka State Department of Agriculture with necessary instructions to critically evaluate each statement as to its relevancy to measure the perception of university teachers towards their job and give their response on a five point continuum viz., Most relevant (MR), Relevant (R), Somewhat Relevant (SWR), Less Relevant (LR) and Not Relevant (NR) with the score of 5,4,3,2 and 1, respectively. In all, 60 judges could respond in time. The relevancy score for each statement was found out by adding the scores on the rating scale for all the 60 judges. From the data so gathered "Relevancy Percentage", "Relevancy Weightage" and "Mean Relevancy Score" were worked out for all the 45 statements by using the following formulae:

$$\text{Relevancy Percentage} = \frac{(MR \times 5) + (R \times 4) + (SWR \times 3) + (LR \times 2) + (NR \times 1)}{\text{Maximum Possible Score}} \times 100$$

$$\text{Relevancy Weightage} = \frac{(MR \times 5) + (R \times 4) + (SWR \times 3) + (LR \times 2) + (NR \times 1)}{\text{Maximum Possible Score}}$$

$$\text{Mean Relevancy Score} = \frac{(MR \times 5) + (R \times 4) + (SWR \times 3) + (LR \times 2) + (NR \times 1)}{\text{Number of Judges}}$$

Where,

MR = Most Relevant, R = Relevant,
SWR = Some What Relevant,
LR = Less Relevant, NR = Not Relevant

Using these criteria individual statements were screened for their relevancies. Accordingly, statements having relevancy percentage of more than 72 per cent, relevancy weightage of 0.72 and mean relevancy score of more than 3.0 were considered for final selection. By this process, 36 statements were isolated in the first stage which were suitably modified and edited as per the comments of judges wherever applicable.

Item analysis : To delineate the items / statements based on the extent to which they differentiate the perception items / statements about teacher's job as favorable or unfavorable, item analysis was carried out on the items / statements selected in the first stage. A schedule consisting of 36 items / statements was prepared and used for personally interviewing the perception of university teachers on a five point continuum from non-sample area. For item analysis, the respondents were arranged in ascending order based on perception scores. Twenty five per cent of the subjects with the highest total score and 25 per cent with the lowest total scores were selected. These two groups provided the criterion groups in terms of which item analysis was conducted and critical ratio was calculated by using the following formula:

Where,

$$t = \frac{\bar{X}_H - \bar{X}_L}{\sqrt{\left(\sum \bar{X}_H^2 - \frac{(\sum \bar{X}_H)^2}{n}\right) \times \left(\sum \bar{X}_L^2 - \frac{(\sum \bar{X}_L)^2}{n}\right)}} \times \frac{1}{n(n-1)}$$

$\bar{X}_H$ = Individual scores in the high group

$\bar{X}_L$ = Individual scores in the low group

$\bar{X}^n$ = Number of respondents

Based on the item analysis ('t' value), 11 statements were non-significant, while 12 statements were significant at five per cent and the remaining 13 statements were found significant at one per cent level. Twenty five items / statements which were statistically significant at five per cent and one per cent level were retained in the scale to measure the perception of teachers towards their job.

Reliability : Reliability refers to the precision or accuracy of the measurement or score. A well made scientific instrument should yield accurate results both at present as well as over time (Ray and Mondal, 2011). The split-half method was employed to test the reliability of the perception scale. The value of correlation co-efficient was 0.8530 and this was further corrected by using Spearman Brown formula and obtained the reliability co-efficient of whole set. The 'r' value of the scale was 0.9207 which was higher than the standard of 0.70 indicating the high reliability of the scale. It was concluded that the perception scale constructed was reliable.

Validity : Validity of the test is the accuracy with which it measures that which is intended to measure. Construct validity was employed to measure the validity of the scale. The validity co-efficient for the scale was 0.9595, which was also greater than the standard requirement of 0.70 indicating the higher validity of the developed scale. Hence, the scale is valid. Thus, the developed scale to measure perception of university teachers towards their job was feasible and appropriate.

Administration of perception scale and method of scoring : The final scale of 25 items / statements (Table I) can be administered to the respondents along with five point continuum representing 'very important', 'important', 'less important', 'least important' and 'not important' with assigned score of 5, 4, 3, 2 and 1, respectively for positive statements and vice versa for negative statements. The perception score of a respondent can be calculated by adding up the scores obtained by an individual on all items / statements. The perception score of this scale ranges from a minimum of 25 to a maximum of 125. Higher score on the scale indicates that the respondents have higher level of

perception towards their job. The perception scale developed was administered to 30 teachers working in the College of Horticulture, University of Horticultural Sciences Campus, Gandhi Krishi Vignana Kendra, Bengaluru. The minimum and maximum scores obtained by teachers were 62 and 110, respectively. Based on the mean (95.50) and half standard deviation (7.16) the teachers were categorized into three perception categories viz., low, medium and high.

2. Overall perception level of teachers towards their job : It is evident from Table II that 40.00 per cent of teachers had high level of perception, whereas, 26.67 and 33.33 per cent of teachers had low and medium level of perception towards their job, respectively. It can be inferred that nearly three-fourth (73.33 %) of the teachers belonged to medium to high level of job perception categories. Similar findings were reported by Pillegowda *et al.*, (1997) and Aimabde and Manjunatha (2012).

The reason for majority of teachers having medium to high level of job perception might be due to the nature of conditions of the performance in the organization. Perception is primarily an indication of self definition of the role to be played in an organization by individuals which naturally gets conditioned based on the number of years of experience in performing different activities. Teachers may be involved in all the process which is handled by organization for the improvement of academic qualification. The job chart furnished to the teachers by the university and exposure to orientation training sessions might have influenced the trend of finding.

The perception scale developed is found to be reliable and valid, hence, it can be used to measure the perception of teachers towards their job. The developed scale can be used by researchers to measure perception of teachers towards their job. The perception scale developed was administered to 30 teachers of the College of Horticulture, University of Horticultural Sciences Campus, Gandhi Krishi Vignana Kendra, Bengaluru. It was found that 40.00 per cent of teachers had high level of perception towards their

TABLE I

Scale to measure the perception of teachers towards their job

Sl No.	Statements	Very Imp.	Imptant	Less Imp.	Least Imap.	Not Imp.
1	Preparing and distributing the quality study / reference material, e-notes for the courses as per the syllabus.					
2	Preparation of course-wise teaching aids and manuals in advance as per the syllabus.					
3	Conducting the examination, evaluating the answer sheets of the students and declaring the results as per the schedule developed by the university					
4	Contributing to the planning and development of a high quality curriculum.					
5	Maintaining records to monitor student progress and achievement.					
6	Participating in the development, administration and marking of exams and other assessments					
7	Involving in sports and cultural activities.					
8	Providing the Teaching assistant with the requisite information regarding the classroom management structure, discipline plan, and expectations for students.					
9	Developing an overall curriculum based on the needs of student.					
10	Recognizing and developing leadership qualities amongst students.					
11	Working with students to ensure whatever knowledge and skills learnt in the training will be practiced.					
12	Maintaining office records and information files up-to-date and submitting the reports to the higher authorities on time.					
13	Attending regularly the staff meeting conducted by the University / Department.					
14	Participating in academic conferences, symposia and seminars.					
15	Participating in expert evaluation teams assigned by the university.					
16	Consultation and advising the students as chairman or member of Advisory Committee.					
17	Conducting group meetings, field days and field trips to convince farmers about new technology in the adopted villages.					
18	Working with rural youth to promote agriculture development.					
19	Conducting RAWA program in the villages.					
20	Participating the bimonthly workshop, annual Krishimela, Field days and Exhibitions.					
21	Conducting classes in the Training Institutes as resource persons.					
22	Conducting research and collaborative partnerships with other educational institutions or other bodies.					
23	Writing or contribute to publications or disseminate research findings using other appropriate media.					
24	Seeking practical application of research findings..					
25	Carrying out independent research and act as principal investigator and project leader.					

TABLE II

Overall perception of teachers towards their job
(n = 30)

	No.	per cent
Low (<88.34)	08	26.67
Medium (88.34–102.66)	10	33.33
High (>102.66)	12	40.00
Total	30	100.00

Mean = 95.50, Standard Deviation = 14.32

job, whereas, 33.33 and 26.67 per cent of teachers had medium to low levels of job perception categories, respectively. It can be concluded that the scale developed is useful in explicitly measuring the perception of teachers towards their job.

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